



Child Trafficking



Prevention Education Toolkit

Table of Contents

Before you Begin

Elementary School
Lessons

Middle School
Lessons

High School
Lessons

Additional Resources
& Links

TABLE OF CONTENTS

Broward County Public Schools (BCPS) works to ensure that every school in Broward is a “[Child Trafficking Free Zone](#).” Use this Child Trafficking Prevention Education Toolkit's lessons to provide human trafficking prevention education and help ensure the academic success, health, and well-being of our students.

The lessons advance each year through developmentally appropriate instruction and skill building and can be used to supplement the lessons required in the State Board of Education state statute [Rule 6A-1.094123 Child Trafficking Prevention Education \(Rulemaking Authority 1001.02\(2\)\(n\), 1003.42\(2\) F.S. Law Implemented 1003.42 F.S.\)](#). For more resources and information related to human trafficking, please go to [BrowardPrevention.org](#) or contact the School Climate & Discipline Department at 754-321-1655.

TABLE OF CONTENTS

[BEFORE YOU BEGIN](#)

[ELEMENTARY SCHOOL LESSONS](#)

[KINDERGARTEN](#)

[GRADE 1](#)

[GRADE 2](#)

[GRADE 3](#)

[GRADE 4](#)

[GRADE 5](#)

[MIDDLE SCHOOL LESSONS](#)

[GRADE 6](#)

[GRADE 7](#)

[GRADE 8](#)

[HIGH SCHOOL LESSONS](#)

[GRADE 9](#)

[GRADE 10](#)

[GRADE 11](#)

[GRADE 12](#)

[ADDITIONAL RESOURCES & LINKS](#)



BEFORE YOU BEGIN

Did You Know?

Florida ranks in the top three in the nation for reported human trafficking cases.

Human Trafficking

Human trafficking is the transporting, soliciting, recruiting, harboring, providing or obtaining of another person for transport; for the purposes of forced labor, domestic servitude or sexual exploitation using force, fraud and/or coercion.

Human trafficking is modern day slavery.

How Common Is Human Trafficking?

There are approximately 30 million people enslaved throughout the world with 2.5 million located right here in the United States (U.S.). Many of these victims are lured with promises of financial or emotional security. Instead, they are forced or coerced into commercial sex (prostitution), domestic servitude or other types of forced labor.

Victims of human trafficking can be any race, religion, socio-economic background, gender or age. They include men, women, boys, and girls. The International Labour Organization estimated that children represented 26% of the victims worldwide. In fact, many child victims of human trafficking are students in the U.S. school system.

What Is Child Trafficking?

Any minor under the age of 18 who is induced to perform a commercial sex act is a victim of human trafficking according to U.S. law, regardless of whether there is force, fraud or coercion. Increasingly, criminal organizations, such as gangs, are luring children from local schools into commercial sexual exploitation or trafficking.

According to the U.S. Department of Justice, every two minutes a child is trafficked for the purpose of sexual exploitation in the United States.

Reporting

Knowing the signs of human trafficking and knowing how to report it can save a life from slavery. As an education professional, you may be the first – and only – person a victim of trafficking confides in regarding their victimization. If you are the first person a child complains to of abuse or neglect (including trafficking) your prompt and conscientious response is essential.



If a student comes to you or if you notice suspicious changes in behavior, utilize the **4 A's** in speaking with your student:

1. **Ask** open ended questions and gather details,
2. **Affirm** they're doing the right thing telling you,
3. **Assess** for any threats of harm to themselves or others, and
4. **Act**.

Educators are mandated reporters of suspected abuse and neglect under Florida law and human trafficking is a form of child abuse. All staff are required to report any suspected child trafficking immediately to the Child Abuse Hotline, 1-800-96-ABUSE.

All additional BCPS child abuse reporting protocols are to be followed and administration must be notified. If there is an eminent threat of harm, call 911 immediately.

If you suspect an adult community member is being trafficked, the chances the situation is urgent is high. Trafficking victims suffer major injuries and often need extensive medical and psychological care. Contact local law enforcement immediately if you believe anyone is in imminent danger. You can make a report and find more information with the [National Human Trafficking Hotline](#). Call 1-888-373-7888, text "BeFree" (233733), or live chat at [HumanTraffickingHotline.org](https://www.humantraffickinghotline.org). This is a 24 hour, 7 days a week, toll free, confidential hotline with representatives who speak over 200 languages.

Want to Learn More?

Key information for educators can be found in the [Human Trafficking in American Schools](#) guide and in the U.S. Department of Education's [Human Trafficking 101 for School Administrators and Staff](#) resource page.

Still want more? Go to the [Toolkit's Additional Resources & Links](#) page to find information, take a webinar, and become a modern day abolitionist now!





Elementary School Lessons

Additional Resources
& Links

High School
Lessons

Middle School
Lessons

Elementary School
Lessons

Before you Begin

Table of Contents



KINDERGARTEN LESSON

TITLE: The Importance of Safety Rules

GRADE LEVEL: Kindergarten

TIME: 45 minutes

MATERIALS

- [Lesson 1 The Importance of Safety Rules](#)
- [Safer Smarter Kids Video Lesson 1](#)
- For each student – writing paper or a Safer, Smarter Kids [Journal](#)
- Crayons or markers
- Optional expansion activities - use the [Center Activity Directions](#) with:
 - [My Safety Stop Sign Activity Sheet](#)
 - Glue
 - Popsicle sticks
 - Scissors
 - [I Mean Business Voice Activity Sheet](#)

Note: Lauren's Kids has provided every BCPS school a Safer, Smarter Kids kit where these materials can be found. You can order additional kits at [Lauren's Kids](#) or access the materials in [SC&D's BCPS Child Trafficking Prevention Education Toolkit SharePoint folder](#).

OBJECTIVES

Students will:

- Learn the concept that rules keep people safe.
- Learn safety rules that students should follow to stay safe.
- Learn the Safety Stop Sign and how to say no.
- Practice using their I Mean Business Voice.

HEALTH STANDARDS

- HE.K.B.3.2 Recognize school and community health helpers.
- HE.K.B.4.1 Recognize healthy ways to express needs, wants, and feelings.
- HE.K.B.4.3 Identify the appropriate responses to unwanted and threatening situations.
- HE.K.B.5.1 Name situations when a health-related decision can be made individually or when assistance is needed.
- HE.K.B.5.2 Recognize healthy options to health-related issues or problems.
- HE.K.B.5.3 Recognize the consequences of not following rules/practices when making



healthy and safe decisions.

- HE.K.C.1.1 Recognize healthy behaviors.
- HE.K.C.1.2 Recognize the physical dimensions of health.
- HE.K.C.1.4 Recognize ways to prevent childhood injuries in the home, school, and community settings.
- HE.K.C.2.1 Name healthy behaviors that family members should practice.
- HE.K.C.2.3 Identify members of the school and community who support personal-health practices and behaviors.
- HE.K.C.2.4 Explain the importance of rules to maintain health.
- HE.K.P.7.1 Identify healthy practices and behaviors to maintain or improve personal health.
- HE.K.P.8.1 Help others to make positive health choices.

LESSON

ASK: Why do we have rules? What would happen if there were no rules of the road and people didn't have to stop at stop signs (if you were driving, trying to cross the road)? What if there was no rule about wearing seat belts?

STATE: It would be dangerous and many of us could be hurt! We have rules because they help keep us safe – in the community, at home, and at school.

Individually we also must set rules about how we are to be treated. Sometimes that involves saying “no” to people, so it's important to know how to say it like you mean it. Today our lesson is about this safety rule – saying no - and everyone should follow it to stay safe. We will practice how to say no, so we will be ready to act if we are ever in a situation that makes us feel unsafe or uncomfortable. It's also a skill you should use if you ever feel anyone else might be unsafe as well.

DO: Teach [Lesson 1 The Importance of Safety Rules](#) from Lauren's Kids – Lesson One Outline: Numbers 1, 2, and 3 only.

CONCLUSION

STATE: Today you all did an awesome job practicing your I Mean Business Voice! I want to see each of you using it anytime you feel unsafe or you worry a friend might be unsafe.

ASK: What else should you do if you ever feel unsafe?

STATE: If you ever feel unsafe, make sure you tell an adult at home and at school – we're here to help.

Thank you to [Lauren's Kids](#) for providing BCPS both Safer, Smarter Kids kits and permission to use this lesson from their Safer, Smarter Kids curriculum.

OPTIONAL EXPANSION ACTIVITIES

Use the [Center Activity Directions](#) with either of the following activities:

- Have children create their own [My Safety Stop Sign Activity Sheet](#) using glue, popsicle sticks, and scissors.
- [I Mean Business Voice Activity Sheet](#)
- Child Safety Matters, Monique Burr Foundation: For students in grades K-8, this program is free to Florida Public School teachers, [learn more](#) or [go to their website now](#). Lessons educate and empower students with information and strategies to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of child abuse, digital abuse, and



other dangers.

- Lauren's Kids: For students in grades K-12, Lauren's Kids provides free kits (Safer, Smarter Kids or Safer, Smarter Teens) with prevention curriculum to help ensure every child has the tools necessary to be the first line of defense against his or her own abuse. Access all the Safer, Smarter Kids lessons for this grade level [at the Lauren's Kids website](#) or in [SC&D's BCPS Child Trafficking Prevention Education Toolkit SharePoint folder](#).
- For more lessons on online safety, use [The Think B4U Post Toolkit](#) (grades 3-12) or [Common Sense Education](#) (grades K-12).
- [School Climate & Discipline Department](#) has many human trafficking resources. To access them, Broward County Public School staff go to the [SC&D SharePoint](#) and community members go to [BrowardPrevention.org](#).





GRADE 1 LESSON

TITLE: Safe and Unsafe Touches

GRADE LEVEL: 1st Grade

TIME: 45 minutes

MATERIALS

- [Lesson 4 Safe and Unsafe Touches](#)
- For each student a [My Trusted Triangle Shee](#)
- Crayons or pencils
- [Safer Smarter Kids Video Lesson 4](#)
- [Bathing Suit Visual Aid](#)
- [Scenario Cards](#)
- Adequate space for “personal space” activity
- Optional expansion activities - use the [Center Activity Directions](#) with the [Safety Shape Activity Sheet](#)
- Dry erase markers

Note: Lauren’s Kids has provided every BCPS school a Safer, Smarter Kids kit where these materials can be found. You can order additional kits at [Lauren’s Kids](#) or access the materials in [SC&D’s BCPS Child Trafficking Prevention Education Toolkit SharePoint folder](#).

OBJECTIVES

Students will:

- Learn the differences between safe and unsafe touches.
- Learn how safe and unsafe touches make them feel.
- Be able to identify feelings associated with touches.
- Understand where their private parts are located.
- Learn that nobody should be looking at or touching those private parts.
- Learn that if a touch is confusing it is unsafe and they need to tell someone in their Trusted Triangle.
- Learn to keep telling someone in their Trusted Triangle until they get help.

HEALTH STANDARDS

- HE.1.B.3.1 Identify trusted adults and professionals who can help promote health.
- HE.1.B.4.1 Identify healthy ways to express needs, wants, and feelings.
- HE.1.B.4.3 Describe ways to respond when in an unwanted, threatening, or dangerous situation.



- HE.1.B.5.1 Describe situations when a health-related decision can be made individually or when assistance is needed.
- HE.1.B.5.2 Identify healthy options to health-related issues or problems.
- HE.1.C.1.1 Identify healthy behaviors.
- HE.1.C.1.2 Recognize the physical and social dimensions of health.
- HE.1.C.1.4 Identify ways to prevent childhood injuries in the home, school, and community settings.
- HE.1.C.1.5 Identify the correct names of human body parts.
- HE.1.C.2.2 Explore the ways that a friend would act in a variety of situations.
- HE.1.C.2.4 Recognize health consequences for not following rules.
- HE.1.P.7.1 Tell about behaviors that avoid or reduce health risks.
- HE.1.P.8.1 Encourage others to make positive health choices.

LESSON

ASK: How many times a day are you touched? Who touches you?

STATE: Every day we are touched so many times and by so many people. Therefore, it's important to understand the differences between safe and unsafe touches. That's what today's lesson will cover. There are two important safety tools we all need to use throughout our lives, 1) first being able to recognize how a touch makes us feel, and 2) second knowing how to respond if a touch makes us feel uncomfortable or unsafe. Whenever you feel unsafe, you tell someone within your Trusted Triangle and keep telling until you get help. Let's each complete our Trusted Triangle sheet now before we learn more about personal space and touches.

DO: Have each student complete a [My Trusted Triangle Sheet](#). Then teach [Lesson 4 Safe and Unsafe Touches](#) from Lauren's Kids – Lesson 4 Outline: Numbers 1, 2, and 3 only.

CONCLUSION

STATE: Today you all did an awesome job practicing your personal space and how to respond if you ever receive a touch that makes you feel uncomfortable. Whenever you are in an unsafe situation or need help, tell a Grown-Up Buddy until you get the 2 H's: Heard and Helped. If the first Grown-Up Buddy you tell does not hear you or they listen but do not help, tell another Grown-Up Buddy or member of your Trusted Triangle and keep telling until you get the help you need.

Thank you to [Lauren's Kids](#) for providing BCPS both Safer, Smarter Kids kits and permission to use this lesson from their Safer, Smarter Kids curriculum.

OPTIONAL EXPANSION ACTIVITIES

- Use the [Center Activity Directions](#) for the [Safety Shape Activity Sheet](#) activity.
- Child Safety Matters, Monique Burr Foundation: For students in grades K-8, this program is free to Florida Public School teachers, [learn more](#) or [go to their website now](#). Lessons educate and empower students with information and strategies to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of child abuse, digital abuse, and other dangers.
- Lauren's Kids: For students in grades K-12, Lauren's Kids provides free kits (Safer, Smarter Kids or Safer, Smarter Teens) with prevention curriculum to help ensure every child has the



tools necessary to be the first line of defense against his or her own abuse. Access all the Safer, Smarter Kids lessons for this grade level [at the Lauren's Kids website](#) or in [SC&D's BCPS Child Trafficking Prevention Education Toolkit SharePoint folder](#).

- For more lessons on online safety, use [The Think B4U Post Toolkit](#) (grades 3-12) or [Common Sense Education](#) (grades K-12).
- [School Climate & Discipline Department](#) has many human trafficking resources. To access them, Broward County Public School staff go to the [SC&D SharePoint](#) and community members go to [BrowardPrevention.org](#).





GRADE 2 LESSON

TITLE: Body Boundaries and Privacy

GRADE LEVEL: 2nd Grade

TIME: 45 minutes

MATERIALS

- [Lesson 5 Body Boundaries and Privacy](#)
- [Safer, Smarter Kids Video Lesson 5](#)
- [Lesson 5 Bifold with Journal Prompt and Privacy T-Chart Activity](#) for each student

Note: Lauren's Kids, has provided every BCPS school a Safer, Smarter Kids kit where these materials can be found. You can order additional kits at Lauren's Kids, or access the materials in SC&D's BCPS Child Trafficking Prevention Education Toolkit SharePoint folder.

OBJECTIVES

Students will:

- Learn the importance of feeling safe with body boundaries and privacy.
- Learn that every person is entitled to privacy.
- Understand that students are responsible for helping others maintain their own Body Boundaries.
- Learn the definition of body boundaries.
- Learn body boundaries in relation to their body parts.
- Understand that photographing someone else's private parts is a violation of someone else's privacy.
- Be able to identify the Body Boundaries symbol and what it means.

HEALTH STANDARDS

- HE.2.C.1.1 Identify that healthy behaviors affect personal health.
- HE.2.C.1.2 Recognize the physical, mental/emotional and social dimensions of health.
- HE.2.C.1.3 Describe ways a safe, healthy home environment can promote personal health.
- HE.2.C.1.4 Describe ways to prevent childhood injuries in the home, school and community.
- HE.2.C.1.5 Recognize the locations and functions of major human organs.
- HE.2.C.1.6 Determine when it is important to seek health care.
- HE.2.C.2.1 Describe how family rules and practices influence health behaviors.
- HE.2.C.2.2 Describe how friends' health practices influence health behaviors of others.
- HE.2.C.2.3 Describe how the school and community influence health behaviors of children.
- HE.2.C.2.4 Explain the ways that rules make the classroom, school, and community safer.
- HE.2.B.3.2 Select trusted adults and professionals who can help promote health.
- HE.2.B.4.1 Demonstrate healthy ways to express needs, wants, and feelings, and listening skills to enhance health.



- HE.2.B.4.3 Demonstrate ways to respond to unwanted, threatening, or dangerous situations.
- HE.2.B.5.1 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.
- HE.2.B.5.2 Name healthy options to health-related issues or problems.
- HE.2.B.5.3 Compare the consequences of not following rules/practices when making healthy and safe decisions.
- HE.2.P.7.1 Demonstrate health behaviors to maintain and improve personal health.
- HE.2.P.8.1 Support peers when making positive health choices.

LESSON

ASK: Who here knows what privacy is? What does it sound like, look like, feel like?

STATE: Privacy is the state of being alone or when no one is watching or intruding on you against your will. It can also mean the right to keep one's personal matters secret. Privacy can be challenging to define, but we all know how it feels when our privacy is violated.

ASK: Who has a right to privacy?

STATE: Everyone! Today we are going to learn about the importance of respecting people's privacy and people's body boundaries, so we can all feel safe and respected.

DO: Follow link and teach the Lauren's Kids [Lesson 5 Body Boundaries and Privacy](#) from Lauren's Kids – Lesson 5 Outline: Numbers 1 and 2 only.

CONCLUSION

STATE: Today you all did an awesome job exploring the issue of privacy and Body Boundaries. You learned that every person is entitled to privacy; and you are responsible for helping others maintain theirs. This applies to body boundaries too, especially when it comes to private parts. If you are ever in an unsafe situation or need help, tell an adult at home and at school. Keep telling until you get the help you need! Together we can make sure that everyone in our class feels safe and respected.

Thank you to [Lauren's Kids](#) for providing BCPS both Safer, Smarter Kids kits and permission to use this lesson from their Safer, Smarter Kids curriculum.

OPTIONAL EXPANSION ACTIVITIES

- Use the [Center Activity Directions](#) for the [Safety Shape Activity Sheet](#) activity.
- Child Safety Matters, Monique Burr Foundation: For students in grades K-8, this program is free to Florida Public School teachers, [learn more](#) or [go to their website now](#). Lessons educate and empower students with information and strategies to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of child abuse, digital abuse, and other dangers.
- Lauren's Kids: For students in grades K-12, Lauren's Kids provides free kits (Safer, Smarter Kids or Safer, Smarter Teens) with prevention curriculum to help ensure every child has the tools necessary to be the first line of defense against his or her own abuse. Access all the Safer, Smarter Kids lessons for this grade level [at the Lauren's Kids website](#) or in [SC&D's BCPS Child Trafficking Prevention Education Toolkit SharePoint folder](#).



- For more lessons on online safety, use [The Think B4U Post Toolkit](#) (grades 3-12) or [Common Sense Education](#) (grades K-12).
- [School Climate & Discipline Department](#) has many human trafficking resources. To access them, Broward County Public School staff go to the [SC&D SharePoint](#) and community members go to [BrowardPrevention.org](#).





GRADE 3 LESSON

TITLE: Safety in the Digital Community

GRADE LEVEL: 3rd Grade

TIME: 45 minutes

MATERIALS

- [Lesson 2 Safety in the Digital Community](#)
- [Safety in the Digital Community Video](#)
- [Learning Log](#) (a copy for each student)

Note: [Lauren's Kids](#), has provided every BCPS school a Safer, Smarter Kids kit where these materials can be found. You can order additional kits at [Lauren's Kids](#), or access the materials in [SC&D's BCPS Child Trafficking Prevention Education Toolkit SharePoint folder](#).

OBJECTIVES

Students will:

- Learn responsible use of the internet.
- Understand how to be a good digital citizen.
- To be able to identify special rules to keep safe online.
- Learn chat room safety.
- Learn the appropriate way to post pictures online after obtaining permission from an adult.

HEALTH STANDARDS

- HE.3.C.1.1 Describe healthy behaviors that affect personal health.
- HE.3.C.1.3 Describe ways a safe, healthy classroom can promote personal health.
- HE.3.C.1.4 Recognize common childhood health conditions.
- HE.3.C.1.5 Recognize that body parts and organs work together to form human body systems.
- HE.3.C.1.6 Describe why it is important to seek health care.
- HE.3.C.2.4 Identify classroom and school rules that promote health and disease prevention.
- HE.3.B.3.2 Describe criteria for selecting health information, resources, products, and services.
- HE.3.B.4.1 Identify effective verbal and nonverbal communication skills to enhance health.



- HE.3.B.4.2 Demonstrate refusal skills that avoid or reduce health risks.
- HE.3.B.4.3 Demonstrate nonviolent strategies to manage or resolve conflict.
- HE.3.B.4.4 Explain ways to ask for assistance to enhance personal health.
- HE.3.B.5.1 Recognize circumstances that can help or hinder healthy decision making.
- HE.3.B.5.2 List healthy options to health-related issues or problems.
- HE.3.B.5.3 Discuss the potential short-term personal impact of each option when making health-related decision.
- HE.3.B.5.4 Find a healthy option when making a decision for yourself.
- HE.3.B.5.5 Explain when assistance is needed when making a health-related decision.
- HE.3.P.7.1 Practice responsible personal health behaviors.
- HE.3.P.7.2 Investigate a variety of behaviors that avoid or reduce health risks.
- HE.3.P.8.1 Promote positive behaviors to others.

LESSON

ASK: What community do you spend the most time in? Do you think you are a good citizen of that community? What about your online communities? What are some positive aspects of an online community? What are some negative aspects of an online community? Are you a good digital citizen in the online communities you visit?

STATE: Most of us are part of an online community in some way or we will be. The choices we make while in the digital world will determine our safety in this community.

ASK: How could our actions online roll into our real face to face lives?

STATE: Being a good digital citizen means being careful about how we behave, communicate, and share things online and through digital devices. Because the online community is so much bigger than the one we live in, and we don't know who the people online really are, there are special rules we need to follow to keep safe.

DO: Follow link and teach the [Lesson 2 Safety in the Digital Community](#) from Lauren's Kids – Lesson 2 Outline: Numbers 1 through 5, but not 6.

CONCLUSION

STATE: As we've learned, being a good digital citizen means being careful about how we behave, communicate, and share online and on digital devices. It is important to use the Internet responsibly to stay safe. If you are ever in an unsafe situation or need help, tell an adult at home and at school. Keep telling until you get the help you need! You can also make reports anonymously by downloading and using the SaferWatch app, the FortifyFL app, or by contacting Silence Hurts at 754-321-0911. Let's work together and look out for each other so in our classroom community, everyone feels safe and respected both in real life and online.

Thank you to [Lauren's Kids](#) for providing BCPS both Safer, Smarter Kids kits and permission to use this lesson from their Safer, Smarter Kids curriculum.

OPTIONAL EXPANSION ACTIVITIES

- Child Safety Matters, Monique Burr Foundation: For students in grades K-8, this program is free to Florida Public School teachers, [learn more](#) or [go to their website now](#). Lessons educate



and empower students with information and strategies to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of child abuse, digital abuse, and other dangers.

- Lauren's Kids: For students in grades K-12, Lauren's Kids provides free kits (Safer, Smarter Kids or Safer, Smarter Teens) with prevention curriculum to help ensure every child has the tools necessary to be the first line of defense against his or her own abuse. Access all the Safer, Smarter Kids lessons for this grade level [at the Lauren's Kids website](#) or in [SC&D's BCPS Child Trafficking Prevention Education Toolkit SharePoint folder](#).
- For more lessons on online safety, use [The Think B4U Post Toolkit](#) (grades 3-12) or [Common Sense Education](#) (grades K-12).
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GRADE 4 LESSON

TITLE: Respecting Boundaries

GRADE LEVEL: 4th Grade

TIME: 45 minutes

MATERIALS

- [Lesson 3 Respecting Boundaries lesson plan](#)
- [Safer, Smarter Kids Video Lesson 3](#)
- [Learning Log](#)
- [Private Parts Visual Aid](#)

Note: [Lauren's Kids](#), has provided every BCPS school a Safer, Smarter Kids kit where these materials can be found. You can order additional kits at [Lauren's Kids](#), or access the materials in [SC&D's BCPS Child Trafficking Prevention Education Toolkit SharePoint folder](#).

OBJECTIVES

Students will:

- Be introduced to the concept of the right to respect.
- Understand that the right to respect and the right to safety include their body boundaries and their privacy.
- Learn the definition of an unsafe secret.
- Learn the definition of a body boundary.
- Understand the difference between tattling and reporting.
- Learn the steps of the Think, Feel, Act strategy.
- Know how to involve a trusted adult.
- Be taught to tell a trusted adult until they are heard and helped.

HEALTH STANDARDS

- HE.4.C.1.1 Identify the relationship between healthy behaviors and personal health.
- HE.4.C.1.2 Identify examples of mental/emotional, physical, and social health.
- HE.4.C.1.3 Describe ways a safe, healthy school environment can promote personal health.
- HE.4.C.1.4 Describe ways to prevent common childhood injuries and health problems.



- HE.4.C.1.5 Identify the human body parts and organs that work together to form healthy body systems.
- HE.4.C.2.1 Explain the importance of family on health practices and behaviors.
- HE.4.C.2.2 Explain the important role that friends/peers may play in health practices and behaviors.
- HE.4.C.2.3 Explain the important roles that school and community play in health practices and behaviors.
- HE.4.C.2.4 Recognize types of school rules and community laws that promote health and disease prevention.
- HE.4.B.3.3 Examine resources from home, school and community that provide valid health information.
- HE.4.B.4.1 Explain effective verbal and nonverbal communication skills to enhance health.
- HE.4.B.4.2 Identify refusal skills and negotiation skills that avoid or reduce health risks.
- HE.4.B.4.3 Discuss nonviolent strategies to manage or resolve conflict.
- HE.4.B.4.4 Demonstrate ways to ask for assistance to enhance personal health.
- HE.4.B.5.1 Identify circumstances that can help or hinder healthy decision making.
- HE.4.B.5.2 Itemize healthy options to health-related issues or problems.
- HE.4.B.5.3 Predict the potential short-term impact of each option on self and others when making a health-related decision.
- HE.4.B.5.4 Choose a healthy option when making decisions for yourself and/or others.
- HE.4.B.5.5 Examine when assistance is needed to make a health-related decision.

LESSON

ASK: Who can define the word respect? Who can define privacy? What is a safe secret and what is an unsafe secret? Who can define a body boundary?

STATE: Respect means that everyone should be treated like they are important and valuable. Privacy is keeping others from seeing or hearing things that are personal. A safe secret is external and one that will eventually be told. An unsafe secret is external and one that is harmful, and you are told not to tell. A body boundary is defined as the personal space that surrounds each of us. If someone makes you feel uncomfortable, unsafe, or threatened, your body boundaries have been violated. Boundaries can be violated even if you feel someone is too close to you.

DO: Teach the [Lesson 3 Respecting Boundaries Lesson Plan](#) from the Lauren's Kids – Lesson 3 Outline: Numbers 1, 2, 3, 4, and 5 only.

CONCLUSION

STATE: Today you have learned about body boundary violations. You have learned about respect, privacy, and boundaries. You did an excellent job identifying the warning signs.

ASK: What would you do if you felt your body boundaries are being violated?

STATE: If you feel your body boundaries are being violated, make sure you tell an adult at home and at school. Keep telling an adult until something is done. You can also make reports anonymously by downloading and using the SaferWatch app, the FortifyFL app, or by contacting Silence Hurts at 754-321-0911. Let's work together and look out for each other, because everyone deserves to feel safe and respected.

Thank you to [Lauren's Kids](#) for providing BCPS both Safer, Smarter Kids kits and permission to use this lesson from their Safer, Smarter Kids curriculum.



OPTIONAL EXPANSION ACTIVITIES

- Child Safety Matters, Monique Burr Foundation: For students in grades K-8, this program is free to Florida Public School teachers, [learn more](#) or [go to their website now](#). Lessons educate and empower students with information and strategies to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of child abuse, digital abuse, and other dangers.
- Lauren's Kids: For students in grades K-12, Lauren's Kids provides free kits (Safer, Smarter Kids or Safer, Smarter Teens) with prevention curriculum to help ensure every child has the tools necessary to be the first line of defense against his or her own abuse. Access all the Safer, Smarter Kids lessons for this grade level [at the Lauren's Kids website](#) or in [SC&D's BCPS Child Trafficking Prevention Education Toolkit SharePoint folder](#).
- For more lessons on online safety, use [The Think B4U Post Toolkit](#) (grades 3-12) or [Common Sense Education](#) (grades K-12).
- [School Climate & Discipline Department](#) has many human trafficking resources. To access them, Broward County Public School staff go to the [SC&D SharePoint](#) and community members go to [BrowardPrevention.org](#).





GRADE 5 LESSON

TITLE: Cyber Bullying

GRADE LEVEL: 5th Grade

TIME: 45 minutes

MATERIALS

- [Lesson 2 Cyber Bulling](#)
- [Safer, Smarter Kids Video Lesson 2](#)
- [Learning Log](#)
- [Cyber P.L.A.N. Poster](#)

Note: [Lauren's Kids](#), has provided every BCPS school a Safer, Smarter Kids kit where these materials can be found. You can order additional kits at [Lauren's Kids](#), or access the materials in [SC&D's BCPS Child Trafficking Prevention Education Toolkit SharePoint folder](#).

OBJECTIVES

Students will:

- Learn the dangers of Cyber Bullying.
- Learn the definition of a bully.
- Learn the definition of Cyber Bullying.
- Be introduced to a safety tool: Cyber P.L.A.N.
- Understand what Cyber P.L.A.N. represents.
- Be able to apply strategies for staying safe on the internet.

HEALTH STANDARDS

- HE.5.C.1.1 Describe the relationship between healthy behaviors and personal health.
- HE.5.C.1.2 Explain the physical, mental/emotional, social, and intellectual dimensions of health.
- HE.5.C.1.3 Explain ways a safe, healthy home and school environment promote personal health.
- HE.5.C.1.4 Compare ways to prevent common childhood injuries and health problems.
- HE.5.C.1.6 Recognize how appropriate health care can promote personal health.
- HE.5.C.2.1 Predict how families may influence various health practices of children.
- HE.5.C.2.2 Predict how friends/peers may influence various health practices of children.
- HE.5.C.2.3 Predict how the school and community influence various health practices of children.
- HE.5.C.2.4 Give examples of school and public health policies that influence health promotion and disease prevention.
- HE.5.C.2.6 Describe ways that technology can influence family health behaviors.



- HE.5.C.2.8 Investigate influences that change health beliefs and behaviors.
- HE.5.B.3.3 Compile resources from home, school, and community, technologies that provide valid health information.
- HE.5.B.4.1 Illustrate techniques of effective verbal and nonverbal communication skills to enhance health.
- HE.5.B.4.2 Discuss refusal skills and negotiation skills that avoid or reduce health risks.
- HE.5.B.4.3 Illustrate effective conflict resolution strategies.
- HE.5.B.4.4 Determine ways to ask for assistance to enhance the health of self and others.
- HE.5.B.5.1 Describe circumstances that can help or hinder healthy decision making.
- HE.5.B.5.2 Summarize healthy options to health-related issues or problems.
- HE.5.B.5.3 Compare the potential short-term impact of each option on self and others when making a health-related decision.
- HE.5.B.5.4 Select a healthy option when making decisions for yourself and/or others.
- HE.5.B.5.5 Analyze when assistance is needed when making a health-related decision.
- HE.5.P.7.1 Model responsible personal health behaviors.
- HE.5.P.7.2 Illustrate a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.
- HE.5.P.8.1 Persuade others to make positive health choices.

LESSON

ASK: What is bullying?

STATE: Broward Schools defines bullying with the acronym **RIP** – bullying is **Repeated**, involves an **Imbalance** of power, and it is done on **Purpose** to hurt a person.

ASK: Who are bullies?

STATE: Bullying is a process not a person, so anyone can be a bully. An example of someone who is bullying is someone who says untrue or unkind things just to be mean.

ASK: How is Cyber Bullying the same or different from bullying?

STATE: Cyberbullying is just bullying online. It is when someone uses the Internet or social media to hurt or embarrass somebody on purpose and repeatedly; for example, by posting an embarrassing picture, saying mean things, or spreading lies. It's not OK to bully anyone face to face or online. If we make safer choices and support each other while online, we can help stop cyberbullying.

In today's lesson each of you will create a Cyber P.L.A.N. that will help keep you safe while online.

DO: Teach [Lesson 2 Cyber Bullying Lesson Plan](#) from Lauren's Kids – Lesson 2 Outline: Numbers 1, 2, 3, 4, and 5 only.

CONCLUSION

STATE: You did a great job creating your Cyber P.L.A.N. and each of you are more prepared should something unsafe or unkind happen to you online.

ASK: What will you do if someone cyberbullies you?

STATE: Use your plan, and always remember to contact a trusted adult in school and at home. Keep telling an adult until something is done. You can also make bullying reports anonymously by downloading and using the SaferWatch app, the FortifyFL app, or by contacting Silence Hurts at 754-321-0911. Let's work together and look out for each other, because everyone deserves to feel safe and respected.



Thank you to [Lauren's Kids](#), for providing BCPS both Safer, Smarter Kids kits and permission to use this lesson from their Safer, Smarter Kids curriculum.

OPTIONAL EXPANSION ACTIVITIES

- Child Safety Matters, Monique Burr Foundation: For students in grades K-8, this program is free to Florida Public School teachers, [learn more](#) or [go to their website now](#). Lessons educate and empower students with information and strategies to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of child abuse, digital abuse, and other dangers.
- Lauren's Kids: For students in grades K-12, Lauren's Kids provides free kits (Safer, Smarter Kids or Safer, Smarter Teens) with prevention curriculum to help ensure every child has the tools necessary to be the first line of defense against his or her own abuse. Access all the Safer, Smarter Kids lessons for this grade level [at the Lauren's Kids website](#) or in [SC&D's BCPS Child Trafficking Prevention Education Toolkit SharePoint folder](#).
- For more lessons on online safety, use [The Think B4U Post Toolkit](#) (grades 3-12) or [Common Sense Education](#) (grades K-12).
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Middle School Lessons

Additional Resources
& Links

High School
Lessons

Middle School
Lessons

Elementary School
Lessons

Before you Begin

Table of Contents



GRADE 6 LESSON

TITLE: Using Journalism to Raise Human Trafficking Awareness

GRADE LEVEL: 6th Grade

TIME: 45 Minutes

MATERIALS

- White board with markers
- Computer/internet access
- Projector for [“What is Human Trafficking?”](#) video

OBJECTIVES

Students will:

- Learn the nature of human trafficking as well as its prevalence.
- Understand the terminology related to human trafficking.
- Recognize ways in which social media and mobile device applications are used for human trafficking.
- Learn strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.
- Know how to recognize the signs of human trafficking.
- Gain awareness of local, state, and national resources.
- Practice communication skills in critical thinking as to how to increase awareness about human trafficking.

HEALTH STANDARDS

- HE.6.B.3.3: Investigate a variety of technologies to gather health information.
- HE.6.B.4.2: Practice refusal skills and negotiation skills to reduce health risks.
- HE.6.B.5.1: Investigate health-related situations that require the application of a thoughtful decision-making process.
- HE.6.B.5.2: Choose healthy alternatives over unhealthy alternatives when making a decision.
- HE.6.C.1.8: Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
- HE.6.C.2.3: Identify the impact of health information conveyed to students by the school and community.
- HE.6.C.2.5: Examine how media influences peer and community health behaviors.
- HE.6.C.2.6: Propose ways that technology can influence peer and community health behaviors.
- HE.6.P.7.2: Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
- HE.6.P.8.1: Practice how to influence and support others when making positive health choices.



LESSON

PART 1: THE NATURE AND PREVALENCE OF HUMAN TRAFFICKING

ASK: What is human trafficking? *What is human trafficking? Allow students to share the definitions with the class (volunteers only). If students seem unsure, encourage them to take each word (“human” “trafficking”) and define it in parts. You might also ask as part of the discussion, what is slavery? What does it mean to be a slave? Guide students towards the following recognitions as developmentally appropriate:*

- *Slaves are not paid or compensated for their work.*
- *Slaves are held against their will by physical and psychological violence or threat of violence.*
- *Slaves are separated from the support of friends and family.*
- *Slaves are portrayed as inferior to the slaveholder as a justification for their abusive treatment.*
- *Slaves are subjected to unreasonably long work hours, as well as dangerous and often unsanitary conditions.*
- *Slaves live with substandard food, shelter, and medical care and without a viable means of escape.*
- *Slaves are deprived of educational and other opportunities and are therefore prevented from achieving full development as human beings.*

DO & STATE: Write the following definition of human trafficking on the board as you read it to the students. Human trafficking is the transporting, soliciting, recruiting, harboring, providing or obtaining of another person for transport; for the purposes of forced labor, domestic servitude or sexual exploitation using force, fraud and/or coercion. Human trafficking is modern day slavery. It is the complete violation of a person’s human rights.

Discuss with the students the definition and specifically ask, then explain the terms “force”, “fraud”, and “coercion”.

- *Force = using violence to control someone (kidnapping, drugging, physical assault, assault with a weapon, sexual assault).*
- *Fraud = using lies to control someone (tricking the victim into believing that the trafficker loves her/him; telling the victim s/he is going to be a model or a star, offering to provide basic needs without explaining the true intention or what is required in return).*
- *Coercion = using threats to control someone.*

ASK: How common is human trafficking? Where does it occur?

STATE: There are approximately 30 million people enslaved throughout the world with 2.5 million located right here in the United States (U.S.). Many of these victims are lured with promises of financial or emotional security. Instead, they are forced or coerced into commercial sex (prostitution), domestic servitude or other types of forced labor. Victims of human trafficking can be any race, religion, socio-economic background, gender or age. They include men, women, boys, and girls. The International Labour Organization estimated that children represented 26% of the victims worldwide. In fact, many child victims of human trafficking are students in the U.S. school system. Our school is a child trafficking free zone! We want to ensure every student is safe by working together.

STATE: Let’s take a closer look what human trafficking looks like.

DO: Play the video entitled, [“What is Human Trafficking?”](#) (about 6 minutes).

PART 2: TRAFFICKING TRICKS & TOOLS

STATE: As we saw in the video, traffickers use lies to trick their victims.

ASK: What role do you think social media and mobile device applications could play in human



trafficking? How might they be used to trick someone into being a victim?

STATE: Social media has been used by traffickers to recruit victims in many ways. They may pretend to be someone who cares about and loves the victim – either as a friend or romantic interest. They also might lure a person with false promises of employment, modeling, or even making the victim a social media celebrity.

ASK: How might social media and mobile device applications be used as a tool to sell or control a person?

STATE: The internet has dramatically reshaped how we buy and sell everything – including human beings. To expand their trafficking operations, traffickers use online classified ads. To control victims, traffickers restrict the victims' social media access, impersonate them, spread lies and rumors online, and have even blackmailed and extorted children after using phishing techniques to hack into their home computers.

Often these traffickers succeed because young people are unaware of their tricks and by the time a victim figures out what is happening, it's too late.

PART 3: RECOGNIZING WARNING SIGNS & GETTING HELP

STATE: To avoid becoming a victim and to help victims, we first must learn the warning signs. Then we must know how to respond if we suspect a person is being trafficked. We can each be abolitionists who do our part to end to modern day slavery by:

1. Learning strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.
2. Recognizing the warning signs.
3. Knowing local, state, and national resources.

STATE: Every day, we are faced with choices, from big ones to little ones. These decisions set the stage for our safety. While some choices may be second nature, like buckling seat belts, others require practice before becoming habit. We must empower ourselves and each other to choose safely, time and time again when we are at home, at school, or online. Our choices have the power to ripple across our lives. If we work together, we can all be safer and stronger. Let's start reducing the risk of becoming a victim of human trafficking by setting healthy boundaries in real life and online.

ASK: What are boundaries?

STATE: A boundary is a marked limit. In relationships, it's the line where you end and someone else begins. Without knowing your boundaries, it's hard to know what rules for your physical/ emotional well-being are being violated. People may cross a boundary occasionally when there's a misunderstanding, but when a boundary is violated repeatedly, or in order to do harm or take advantage of you, it's time to act!

ASK: How can having strong boundaries reduce the risk of being trafficked? What are healthy boundaries or limits to set with people in your face to face life (as opposed to online)? With family? Friends? Boyfriends or girlfriends? What about boundaries online?

STATE: Reduce your risk of being exploited by setting and enforcing the boundaries of:

- Not sharing your passwords (social media, bank PIN numbers, email, etc.) or posting your location online.
- Keeping control of your ID documents and saying no to anyone who asks to hold them for you.
- Identifying friends, community members, and family that you trust.
- Remembering that you deserve to feel safe and be treated with respect.



- Reminding yourself that your worth is not determined by another person – you were born and remain worthy and worthwhile.
- Being careful posting on social media – traffickers use it as recruiting grounds. For example, if you post about your conflict with your friends or family, they can use it and pretend they understand and are there to help.

STATE: Traffickers shop for their victims online, in malls, bus stops, and at schools. They hang-out anywhere students gather like fast food restaurants or parks. They invest a lot of time and effort forming a bond with their victims, will buy gifts, provide a place to stay, and give affection before revealing their real intent – to sell them.

Sometimes it can be hard to know when a relationship boundary line has been crossed from healthy to exploitation and abuse. It's not necessarily easy to tell if an employer or someone you love and trust is actually taking advantage of you.

ASK: What are some warning signs you would see if you were being groomed for trafficking? What about warning signs that a friend was?

STATE: Here are some warning signs – either for yourself or for someone you care about. Remember each trafficking situation is unique and it's never the victim's fault if he/she has been tricked, lured, or threatened.

- S/he's dating an older person.
- S/he's super secretive about the person they're dating.
- S/he gives him/her lots of expensive presents.
- S/he makes him/her get a weird or ownership implying tattoo.
- S/he has lots of unexplained cash.
- S/he shops for clothes and items you know s/he cannot afford.
- S/he has a second cell phone.
- S/he has hotel room keys.
- S/he has cuts and bruises.
- S/he has a fake ID.
- S/he has been really depressed, nervous, tense or afraid.
- S/he misses a lot of school or has dropped out.
- S/he started drinking or doing drugs.
- S/he runs away a lot and avoids her/his family and friends.
- Her/his grades have dropped suddenly.
- You never know when s/he's telling the truth.
- You feel like s/he is brainwashed.

STATE: Sometimes people who are being trafficked don't believe that they are being victimized at all. They may be too close to the situation to realize someone is taking advantage of them, they may be in love with their trafficker, or they may not see any other options. As a friend, you are in a unique position to recognize when someone you know is in trouble. This is especially important for people who are not living at home or who do not have enough support from their families.

ASK: Let's brainstorm - if you need assistance, either for yourself or a friend, where can you go for help?

STATE: There are many ways to help yourself or a friend. In our school, if we see something or hear something, we say something! Always call 911 if you or someone else is in immediate danger, but if not, you can also:



- Come up with a safety plan – think about who you would call, where you would go, and how you would get there if you found yourself in an unsafe situation.
- Remember the National Human Trafficking Hotline number (1-888-373-7888 or text “BeFree” 233733). This 24-hour hotline is for anyone who suspects or observes a concern.
- Tell your parents and any trusted adults at school.
- Take a report by using the SaferWatch app, FortifyFL app, or by contacting Broward School’s Silence Hurts (754-321-0911 or text ‘SBBC’ space with your text message to 274637 (CRIMES) or email school911@browardschools.com).

PART 4: INTRODUCTION TO JOURNALISM FOR HUMAN TRAFFICKING ACTIVITY

ASK: What do journalists do? What role can journalism play in putting an end to human trafficking?

STATE: “When the media puts a spotlight on human rights, people start talking about the issues and demanding change. A strong, independent media is a referee between governments and citizens. When human rights are protected, governments are more accountable, and people’s lives improve.” ([Source](#)).

Students who engage in journalism and other forms of communication and media arts are actively engaging their right to freedom of speech.

This next part of this lesson is an activity designed to empower you to recognize the importance of freedom of speech. It will be used to increase the awareness of your classmates and community on the issues of human trafficking – a social injustice that is occurring right under their noses.

ASK: What does social injustice mean?

STATE: Social injustice is a situation when some unfair practices are occurring in the society. Whatever unjust is happening is usually against the law, it might be considered immoral, and is often a violation of human rights. Basically, social injustice occurs when people are treated in an unequal way. [Examples of ways others have defined it can be found here](#).

STATE: Journalism can be used to speak out against social injustice to mobilize communities to action. That is what each of us are going to do. You will choose and produce a social justice journalism activity/product related to increasing human trafficking awareness. Present some of the forms in which social justice journalism can be used.

Teacher Note: Determine if you want the class to do the last part of this activity/lesson individually, in groups, or as a class activity and modify the below directions accordingly.

ASK: How can each of you (our class, your group) use social justice journalism in our school setting to increase awareness on the social injustice of human trafficking and mobilize your community to action?

Examples of the forms human trafficking journalism can take include:

1. Act as an investigative reporter on human trafficking in your region/community. Write an article as if it will be published in the school newspaper.
2. Report on the social justice human trafficking prevention efforts of others to provide models or like-minded activists to duplicate.
3. Promote community discussion and awareness by hosting and then reporting on a public human trafficking forum.

CONCLUSION

ASK: How do you think your plan of increasing awareness that slavery still exists might help combat



it and break the chains of modern day slavery?

STATE: Thank you for being part of the solution by increasing awareness in order to fight the injustice of human trafficking. Remember, sometimes people who are being trafficked don't believe that they are. As a friend, you are in a unique position to recognize when someone you know is in trouble and if you or someone you care about has been tricked, it's never the victim's fault.

If you or a friend need help, speak to a trusted adult at home or school, call the National Human Trafficking Hotline (1-888-373-7888 or text "BeFree" 233733), make a report by using the SaferWatch or FortifyFL apps, and contact Broward School's Silence Hurts (754-321-0911 or text 'SBBC' space with your text message to 274637 (CRIMES) or email school911@browardschools.com).

To learn more about human trafficking and/or what you can do to help prevent it, go to the National Human Trafficking website humantraffickinghotline.org.

Thank you to [Project Starfish](#) for allowing the adaptation of their materials for this lesson. For the original lesson go to the Project Starfish website. An additional thanks to the International Organization for Migration's (IOM) for their ["What is Human Trafficking?"](#) video.

OPTIONAL EXPANSION ACTIVITIES

- Child Safety Matters, Monique Burr Foundation: For students in grades K-8, this program is free to Florida Public School teachers, [learn more](#) or [go to their website now](#). Lessons educate and empower students with information and strategies to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of child abuse, digital abuse, and other dangers.
- [Lauren's Kids](#): For students in grades K-12, these free kits with lessons help ensure that every child has the tools necessary to be the first line of defense against his or her own abuse through the "Safer, Smarter Kids" or "Teens" abuse prevention curricula. Access [their resources](#) now.
- [Project Starfish](#) website has resources and lessons
- For more lessons on online safety, use [The Think B4U Post Toolkit](#) (grades 3-12) or [Common Sense Education](#) (grades K-12).
- [School Climate & Discipline Department](#) has many human trafficking resources. To access them, Broward County Public School staff go to the [SC&D SharePoint](#) and community members go to [BrowardPrevention.org](#).





GRADE 7 LESSON

TITLE: Bringing Human Trafficking Out of the Shadows

GRADE LEVEL: 7th Grade

TIME: 45 Minutes

MATERIALS

- White board and markers
- Computer/internet access
- Projector for the [“Tools That Teach - What is Human Trafficking”](#) video
- Poster board and markers (optional)

OBJECTIVES

Students will:

- Learn the nature of human trafficking as well as its prevalence.
- Understand the terminology related to human trafficking.
- Recognize ways in which social media and mobile device applications are used for human trafficking.
- Learn strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.
- Know how to recognize the signs of human trafficking.
- Gain awareness of local, state, and national resources.
- Practice communication skills in critical thinking as to how to increase awareness about human trafficking.

HEALTH STANDARDS

- HE.7.B.3.3: Compare a variety of technologies to gather health information.
- HE.7.B.4.1: Apply effective communication skills when interacting with others to enhance health.
- HE.7.B.4.2: Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.
- HE.7.B.4.4: Demonstrate how to ask for assistance to enhance the health of self and others.
- HE.7.C.1.8: Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
- HE.7.C.2.3: Examine how the school and community may influence the health behaviors of adolescents.
- HE.7.C.2.5: Analyze how messages from media influence health behaviors.
- HE.7.P.7.1: Examine the importance of assuming responsibility for personal-health behaviors.
- HE.7.P.8.3: Work cooperatively to advocate for healthy individuals, peers, and families.



LESSON

PART 1: THE NATURE AND PREVALENCE OF HUMAN TRAFFICKING

ASK: What is human trafficking? Allow students to share the definitions with the class (volunteers only). If students seem unsure, encourage them to take each word (“human” “trafficking”) and define it in parts. You might also ask as part of the discussion, what is slavery? What does it mean to be a slave? Guide students towards the following recognitions as developmentally appropriate:

- Slaves are not paid or compensated for their work.
- Slaves are held against their will by physical and psychological violence or threat of violence.
- Slaves are separated from the support of friends and family.
- Slaves are portrayed as inferior to the slaveholder as a justification for their abusive treatment.
- Slaves are subjected to unreasonably long work hours, as well as dangerous and often unsanitary conditions.
- Slaves live with substandard food, shelter, and medical care and without a viable means of escape.
- Slaves are deprived of educational and other opportunities and are therefore prevented from achieving full development as human beings.

DO & STATE: Write the following definition of human trafficking on the board as you read it to the students. Human trafficking is the transporting, soliciting, recruiting, harboring, providing or obtaining of another person for transport; for the purposes of forced labor, domestic servitude or sexual exploitation using force, fraud and/or coercion. Human trafficking is modern day slavery. It is the complete violation of a person’s human rights.

Discuss with the students the definition and specifically ask, then explain the terms “force”, “fraud”, and “coercion”.

- Force = using violence to control someone (kidnapping, drugging, physical assault, assault with a weapon, sexual assault).
- Fraud = using lies to control someone (tricking the victim into believing that the trafficker loves her/him; telling the victim s/he is going to be a model or a star, offering to provide basic needs without explaining the true intention or what is required in return).
- Coercion = using threats to control someone.

ASK: How common is human trafficking? Where does it occur?

STATE: There are approximately 30 million people enslaved throughout the world with 2.5 million located right here in the United States (U.S.). Many of these victims are lured with promises of financial or emotional security. Instead, they are forced or coerced into commercial sex (prostitution), domestic servitude or other types of forced labor. Victims of human trafficking can be any race, religion, socio-economic background, gender or age. They include men, women, boys, and girls. The International Labour Organization estimated that children represented 26% of the victims worldwide. In fact, many child victims of human trafficking are students in the U.S. school system. Our school is a child trafficking free zone! We want to ensure every student is safe by working together.

PART 2: TRAFFICKING TRICKS & TOOLS

ASK: What role do you think social media and mobile device applications could play in human trafficking? How might they be used to trick someone into being a victim?

STATE: Social media has been used by traffickers to recruit victims in many ways. They may pretend to be someone who cares about and loves the victim – either as a friend or romantic interest. They also might lure a person with false promises of employment, modeling, or even making the victim a social media celebrity.



ASK: How might social media and mobile device applications be used as a tool to sell or control a person?

STATE: The internet has dramatically reshaped how we buy and sell everything – including human beings. To expand their trafficking operations, traffickers use online classified ads. To control victims, traffickers restrict the victims' social media access, impersonate them, spread lies and rumors online, and have even blackmailed and extorted children after using phishing techniques to hack into their home computers.

Often these traffickers succeed because they are working in the shadows and young people are unaware of their tricks. By the time a victim figures out what is happening, it's too late.

PART 3: RECOGNIZING WARNING SIGNS & GETTING HELP

STATE: To avoid becoming a victim and to help victims, we first must learn the warning signs. Then we must know how to respond if we suspect a person is being trafficked. We can each be abolitionists who do our part to end to modern day slavery by:

1. Learning strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.
2. Recognizing the warning signs.
3. Knowing local, state, and national resources.

STATE: Every day, we are faced with choices, from big ones to little ones. These decisions set the stage for our safety. While some choices may be second nature, like buckling seat belts, others require practice before becoming habit. We must empower ourselves and each other to choose safely, time and time again when we are at home, at school, or online. Our choices have the power to ripple across our lives. If we work together, we can all be safer and stronger. Let's start reducing the risk of becoming a victim of human trafficking by setting healthy boundaries in real life and online.

ASK: What are boundaries?

STATE: A boundary is a marked limit. In relationships, it's the line where you end and someone else begins. Without knowing your boundaries, it's hard to know what rules for your physical/emotional well-being are being violated. People may cross a boundary occasionally when there's a misunderstanding, but when a boundary is violated repeatedly, or in order to do harm or take advantage of you, it's time to act!

ASK: How can having strong boundaries reduce the risk of being trafficked? What are healthy boundaries or limits to set with people in your face to face life (as opposed to online)? With family? Friends? Boyfriends or girlfriends? What about boundaries online?

STATE: Reduce your risk of being exploited by setting and enforcing the boundaries of:

- Not sharing your passwords (social media, bank PIN numbers, email, etc.) or posting your location online.
- Keeping control of your ID documents and saying no to anyone who asks to hold them for you.
- Identifying friends, community members, and family that you trust.
- Remembering that you deserve to feel safe and be treated with respect.
- Reminding yourself that your worth is not determined by another person – you were born and remain worthy and worthwhile.
- Being careful posting on social media – traffickers use it as recruiting grounds; for example, if you post about your conflict with your friends or family, they can use it and pretend they understand and are there to help.

STATE: Traffickers shop for their victims online, in malls, bus stops, and at schools. They hang-out



anywhere students gather like fast food restaurants or parks. They invest a lot of time and effort forming a bond with their victims, will buy gifts, provide a place to stay, and give affection before revealing their real intent – to sell them.

Sometimes it can be hard to know when a relationship boundary line has been crossed from healthy to exploitation and abuse. It's not necessarily easy to tell if an employer or someone you love and trust is actually taking advantage of you.

ASK: What are some warning signs you would see if you were being groomed for trafficking? What about warning signs that a friend was?

STATE: Here are some warning signs – either for yourself or for someone you care about. Remember each trafficking situation is unique and it's never the victim's fault if he/she has been tricked, lured, or threatened.

- S/he's dating an older person.
- S/he's super secretive about the person they're dating.
- S/he buys him/her lots of expensive presents.
- S/he makes him/her get a weird or ownership implying tattoo.
- S/he has lots of unexplained cash.
- S/he shops for clothes and items you know s/he cannot afford.
- S/he has a second cell phone.
- S/he has hotel room keys.
- S/he has cuts and bruises.
- S/he has a fake ID.
- S/he has been really depressed, nervous, tense or afraid.
- S/he misses a lot of school or has dropped out.
- S/he started drinking or doing drugs.
- S/he runs away a lot and avoids her/his family and friends.
- Her/his grades have dropped suddenly.
- You never know when s/he's telling the truth.
- You feel like s/he is brainwashed.

STATE: Sometimes people who are being trafficked don't believe that they are being victimized at all. They may be too close to the situation to realize someone is taking advantage of them, they may be in love with their trafficker, or they may not see any other options. As a friend, you are in a unique position to recognize when someone you know is in trouble. This is especially important for people who are not living at home or who do not have enough support from their families.

ASK: Let's brainstorm - if you need assistance, either for yourself or a friend, where can you go for help?

STATE: There are many ways to help yourself or a friend. In our school, if we see something or hear something, we say something! Always call 911 if you or someone else is in immediate danger, but if not, you can also:

- Come up with a safety plan – think about who you would call, where you would go, and how you would get there if you found yourself in an unsafe situation.
- Remember the National Human Trafficking Hotline number (1-888-373-7888 or text "BeFree" 233733). This 24-hour hotline is for anyone who suspects or observes a concern.
- Tell your parents and any trusted adults at school.
- Make a report by using the SaferWatch app, FortifyFL app, or by contacting Broward School's Silence Hurts (754-321-0911 or text 'SBBC' space with your text message to 274637 (CRIMES)



PART 4: OUT OF THE SHADOWS ACTIVITY

STATE: Let's take a closer look at human trafficking, then we will brainstorm how we can bring it out of the shadows.

DO: Play the video entitled, "[Tools That Teach - What is Human Trafficking](#)" (approximately 4 minutes).

STATE: Our school is a child trafficking free zone! We want to ensure all students are safer because they know the warning signs and how to help a possible victim. We are going to create a marketing campaign (*this assignment can be done individually, in groups, or as a class*) to bring human trafficking out of the shadows. Be creative! You can use a spoken word performance, create posters, or even a play. You must include more than one warning sign and more than one way to help a victim. Once done, we will share your product with the class (*and the whole grade or school if possible*).

CONCLUSION

ASK: How do you think your plan of increasing awareness that slavery still exists might help combat it and break the chains of modern day slavery?

STATE: Thank you for being part of the solution by bringing human trafficking out of the shadows and into the light. Remember, sometimes people who are being trafficked don't believe that they are. As a friend, you are in a unique position to recognize when someone you know is in trouble and get them help. Speak to a trusted adult at home or school, call the National Human Trafficking Hotline (1-888-373-7888 or text "BeFree" 233733), make a report with the SaferWatch or FortifyFL apps, and contact Broward School's Silence Hurts (754-321-0911 or text 'SBBC' space with your text message to 274637 (CRIMES) or [email school911@browardschools.com](mailto:school911@browardschools.com)). To learn more about human trafficking and/or what you can do to help prevent it, go to the National Human Trafficking website humantraffickinghotline.org.

Thank you to [Blue Campaign](#) for the use of their video.

OPTIONAL EXPANSION ACTIVITIES

- Child Safety Matters, Monique Burr Foundation: For students in grades K-8, this program is free to Florida Public School teachers, [learn more](#) or [go to their website now](#). Lessons educate and empower students with information and strategies to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of child abuse, digital abuse, and other dangers.
- [Lauren's Kids](#): For students in grades K-12, these free kits with lessons help ensure that every child has the tools necessary to be the first line of defense against his or her own abuse through the "Safer, Smarter Kids" or "Teens" abuse prevention curricula. Access [their resources](#) now.
- [Project Starfish](#) website has resources and lessons
- For more lessons on online safety, use [The Think B4U Post Toolkit](#) (grades 3-12) or [Common Sense Education](#) (grades K-12).
- [School Climate & Discipline Department](#) has many human trafficking resources. To access them, Broward County Public School staff go to the [SC&D SharePoint](#) and community members go to BrowardPrevention.org.





GRADE 8 LESSON

TITLE: The Voices of Human Trafficking Survivors

GRADE LEVEL: 8th Grade

TIME: 45 Minutes

MATERIALS

- White board and markers
- Computer/internet access
- Projector for the [“Know the Signs of Human Trafficking”](#) video
- Printed copies of the three [Project Starfish](#) Poems

OBJECTIVES

Students will:

- Learn the nature of human trafficking as well as its prevalence.
- Understand the terminology related to human trafficking.
- Recognize ways in which social media and mobile device applications are used for human trafficking.
- Learn strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.
- Know how to recognize the signs of human trafficking.
- Gain awareness of local, state, and national resources.
- Understand the four roles people play when human trafficking occurs:
 1. the trafficker,
 2. the victim,
 3. the customer, and
 4. the observer.

HEALTH STANDARDS

- HE.8.B.3.3: Recommend a variety of technologies to gather health information.
- HE.8.B.4.1: Illustrate skills necessary for effective communication with family, peers, and others to enhance health.
- HE.8.B.4.4: Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.
- HE.8.C.1.8: Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
- HE.8.C.2.6: Analyze the influence of technology on personal and family health.
- HE.8.P.8.4: Evaluate ways health messages and communication techniques can be targeted for different audiences.
- HE.8.P.8.1: Promote positive health choices with the influence and support of others.
- HE.8.P.7.1: Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior.



LESSON

PART 1: THE NATURE AND PREVALENCE OF HUMAN TRAFFICKING

ASK: What is human trafficking? Allow students to share the definitions with the class (volunteers only). If students seem unsure, encourage them to take each word (“human” “trafficking”) and define it in parts. You might also ask as part of the discussion, what is slavery? What does it mean to be a slave? Guide students towards the following recognitions as developmentally appropriate:

- Slaves are not paid or compensated for their work.
- Slaves are held against their will by physical and psychological violence or threat of violence.
- Slaves are separated from the support of friends and family.
- Slaves are portrayed as inferior to the slaveholder as a justification for their abusive treatment.
- Slaves are subjected to unreasonably long work hours, as well as dangerous and often unsanitary conditions.
- Slaves live with substandard food, shelter, and medical care and without a viable means of escape.
- Slaves are deprived of educational and other opportunities and are therefore prevented from achieving full development as human beings.

DO & STATE: Write the following definition of human trafficking on the board as you read it to the students. Human trafficking is the transporting, soliciting, recruiting, harboring, providing or obtaining of another person for transport; for the purposes of forced labor, domestic servitude or sexual exploitation using force, fraud and/or coercion. Human trafficking is modern day slavery. It is the complete violation of a person’s human rights. Discuss with the students the definition and specifically ask, then explain the terms “force”, “fraud”, and “coercion”.

- Force = using violence to control someone (kidnapping, drugging, physical assault, assault with a weapon, sexual assault).
- Fraud = using lies to control someone (tricking the victim into believing that the trafficker loves her/him; telling the victim s/he is going to be a model or a star, offering to provide basic needs without explaining the true intention or what is required in return).
- Coercion = using threats to control someone.

ASK: How common is human trafficking? Where does it occur?

STATE: There are approximately 30 million people enslaved throughout the world with 2.5 million located right here in the United States (U.S.). Many of these victims are lured with promises of financial or emotional security. Instead, they are forced or coerced into commercial sex (prostitution), domestic servitude or other types of forced labor. Victims of human trafficking can be any race, religion, socio-economic background, gender or age. They include men, women, boys, and girls. The International Labour Organization estimated that children represented 26% of the victims worldwide. In fact, many child victims of human trafficking are students in the U.S. school system. Our school is a child trafficking free zone! We want to ensure every student is safe by working together.

STATE: There are usually four roles people play every time human trafficking occurs. People play the role of 1) the trafficker, 2) the victim, 3) the customer, and/or 4) the observer.

ASK/DISCUSS: What does each role entail?

DO: Write their answer on the white board and ensure you share the following definitions:

1. Trafficker: This is the person or captor that recruits victims, through love, force, or even by providing for their basic needs, like food or a place to stay. The sex trafficker or pimp links the



sex trafficking victim to the sex buyers or customers. The trafficker controls the behavior of the victim and collects the money made from exchanging the victim. They can be extremely violent and will resist the victim's attempt to leave by any means. A trafficker can be any gender and can be a mother, friend, boyfriend, or anyone.

2. Victim: This person can be male, female, transgender and of any race and sexual orientation, and of any age – including under the age of 18. They are often lured or romanced into trafficking by an older person through promises of money, success/fame, a future together, or through threats of exposure (to parents/friends/school/church).
3. Customer: This is the person who makes the trafficking lucrative for the trafficker. With sex trafficking, the buyers or Johns are most often men who shop for prostituted persons on the street, in strip clubs, in massage parlors, through escort services, and online. Customers can be organ buyers or even shopper who buy inexpensive items created through child labor.
4. Observer: This is you and me! This is anyone who has the potential to recognize the warning signs that something might be happening that is dangerous. That one person is controlling and using another for financial or material gain.

PART 2: TRAFFICKING TRICKS & TOOLS

ASK: Knowing each of these roles, how do you think social media and mobile device applications are being used by traffickers to lure or trick potential victims into human trafficking?

STATE: Social media is used by traffickers to recruit victims in many ways. They may pretend to be someone who cares about and loves the victim – either as a friend or romantic interest. They also might lure a person with false promises of employment, modeling, or even making the victim a social media celebrity.

ASK: Once tricked, how can traffickers use online tools to control a victim?

STATE: Traffickers can control victims by restricting their social media access, impersonating them, spreading lies and rumors online, and even blackmailing them after using phishing techniques to hack into their home computers.

ASK: How might social media and mobile device applications be used as a tool to sell a person?

STATE: The internet has dramatically reshaped how we buy and sell everything – including human beings. To expand their trafficking operations, traffickers use online classified ads.

PART 3: RECOGNIZING WARNING SIGNS & GETTING HELP

STATE: Often traffickers are successful in tricking young people because they are unaware of the methods used to fool them. Then by the time a victim figures out what is happening, it's too late. Our school is a child trafficking free zone. We want to ensure every student is safe. To decrease the odds of becoming a victim and to help a student who might be a victim, we must:

1. Learn strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.
2. Recognize the warning signs.
3. Know how to respond if we suspect a person is being trafficked by remembering local, state, and national resources.

STATE: Every day, we are faced with choices, from big ones to little ones. These decisions set the stage for our safety. While some choices may be second nature, like buckling seat belts, others require practice before becoming habit. We must empower ourselves and each other to choose



safely, time and time again when we are at home, at school, or online. Our choices have the power to ripple across our lives. If we work together, we can all be safer and stronger. Let's start reducing the risk of becoming a victim of human trafficking by setting healthy boundaries in real life and online.

ASK: What are boundaries?

STATE: A boundary is a marked limit. In relationships, it's the line where you end and someone else begins. Without knowing your boundaries, it's hard to know what rules for your physical/emotional well-being are being violated. People may cross a boundary occasionally when there's a misunderstanding, but when a boundary is violated repeatedly, or in order to do harm or take advantage of you, it's time to act!

ASK: How can having strong boundaries reduce the risk of being trafficked? What are healthy boundaries or limits to set with people in your face to face life (as opposed to online)? With family? Friends? Boyfriends or girlfriends? What about boundaries online?

STATE: Reduce your risk of being exploited by setting and enforcing the boundaries of:

- Not sharing your passwords (social media, bank PIN numbers, email, etc.) or posting your location online.
- Keeping control of your ID documents and saying no to anyone who asks to hold them for you.
- Identifying friends, community members, and family that you trust.
- Remembering that you deserve to feel safe and be treated with respect.
- Reminding yourself that your worth is not determined by another person – you were born and remain worthy and worthwhile.
- Being careful posting on social media – traffickers use it as recruiting grounds. For example, if you post about your conflict with your friends or family, they can use it and pretend they understand and are there to help.

STATE: Traffickers shop for their victims online, in malls, bus stops, and at schools. They hang-out anywhere students gather like fast food restaurants or parks. They invest a lot of time and effort forming a bond with their victims, will buy gifts, provide a place to stay, and give affection before revealing their real intent – to sell them.

Sometimes it can be hard to know when a relationship boundary line has been crossed from healthy to exploitation and abuse. It's not necessarily easy to tell if an employer or someone you love and trust is actually taking advantage of you.

ASK: What are some warning signs you would see if you were being groomed for trafficking? What are some warning signs you might see if a friend was?

STATE: Let's take a closer look at some of the warning signs in this video.

DO: Play video titled ["Know the Signs of Human Trafficking"](#) (about 2 minutes).

STATE: Remember each trafficking situation is unique and it's never the victim's fault if he/she has been tricked, lured, or threatened. Some other warning signs you might see with a friend include:

- S/he's super secretive about the person they're dating.
- S/he has a second cell phone.
- S/he has hotel room keys.
- S/he has a fake ID.
- S/he has been really depressed, nervous, tense or afraid.
- S/he started drinking or doing drugs.
- S/he runs away a lot and avoids her/his family and friends.
- You never know when s/he's telling the truth.



- You feel like s/he is brainwashed.

STATE: Sometimes people who are being trafficked don't believe that they are being victimized at all. They may be too close to the situation to realize someone is taking advantage of them, they may be in love with their trafficker, or they may not see any other options. As a friend, you are in a unique position to recognize when someone you know is in trouble. This is especially important for people who are not living at home or who do not have enough support from their families.

ASK: Let's brainstorm - if you need assistance, either for yourself or a friend, where can you go for help?

STATE: There are many ways to help yourself or a friend. In our school, if we see something or hear something, we say something! Always call 911 if you or someone else is in immediate danger, but if not, you can also:

- Come up with a safety plan – think about who you would call, where you would go, and how you would get there if you found yourself in an unsafe situation.
- Remember the National Human Trafficking Hotline number (1-888-373-7888 or text "BeFree" 233733). This 24-hour hotline is for anyone who suspects or observes a concern.
- Tell your parents and any trusted adults at school.
- Make a report by using the SaferWatch app, FortifyFL app, or by contacting Broward School's Silence Hurts (754-321-0911 or text 'SBBC' space with your text message to 274637 (CRIMES) or email school911@browardschools.com).

PART 4: THE VOICES OF HUMAN TRAFFICKING SURVIVORS POEMS

DO:

- Divide class into groups. Depending on the maturity of the class and the time available, this activity can be done as a large class discussion.
- Print out copies of each of the three [Project Starfish Poems](#) (The Trinity of Trafficking, A Victim or Survivor, and Enslaved).
- You or a class volunteer will read the first poem, The Trinity of Trafficking, to the group. Then ask the following questions for each group to discuss amongst themselves for about 3 minutes with each question:
 - Imagine you are the victim in this poem, how are you feeling? What do you most want or need?
 - Imagine you are the trafficker in this poem, how are you feeling? What do you want most?
 - Imagine you are the customer in this poem, how might understanding how the victim feels affect your actions?
 - Now imagine you are the observer; how do you feel? What could you do to safely help this victim?

CONCLUSION

ASK: How have your thoughts on the roles each of us play in human trafficking changed after reading these poems?

ASK: How has today's lesson impacted the likelihood that you will recognize the warning signs of human trafficking if you see it – either in the community or with friends?

ASK: How do you think increasing awareness that slavery still exists might help combat it and break



the chains of modern-day slavery?

STATE: Remember, sometimes people who are being trafficked don't believe that they are. As a friend, you are in a unique position to recognize when someone you know is in trouble and get them help. Speak to a trusted adult at home or school, call the National Human Trafficking Hotline (1-888-373-7888 or text "BeFree" 233733), make a report with the SaferWatch or FortifyFL apps, and contact Broward School's Silence Hurts (754-321-0911 or text 'SBBC' space with your text message to 274637 (CRIMES) or email school911@browardschools.com). Thank you for working together to help ensure our school is a child trafficking free zone. To learn more about human trafficking and/or what you can do to help prevent it, go to the National Human Trafficking website humantraffickinghotline.org.

Thank you to Project Starfish for allowing the adaptation of their materials for this lesson. For the original lesson to [Project Starfish](#) website or view the [Poetry & Sex Trafficking Lesson Plan](#). In addition, thanks to ZOE International for use of their ["Know the Signs of Human Trafficking"](#) video.

OPTIONAL EXPANSION ACTIVITIES

- Child Safety Matters, Monique Burr Foundation: For students in grades K-8, this program is free to Florida Public School teachers, [learn more](#) or [go to their website now](#). Lessons educate and empower students with information and strategies to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of child abuse, digital abuse, and other dangers.
- [Lauren's Kids](#): For students in grades K-12, these free kits with lessons help ensure that every child has the tools necessary to be the first line of defense against his or her own abuse through the "Safer, Smarter Kids" or "Teens" abuse prevention curricula. Access [their resources](#) now.
- [Project Starfish](#) website has resources and lessons
- For more lessons on online safety, use [The Think B4U Post Toolkit](#) (grades 3-12) or [Common Sense Education](#) (grades K-12).
- [School Climate & Discipline Department](#) has many human trafficking resources. To access them, Broward County Public School staff go to the [SC&D SharePoint](#) and community members go to [BrowardPrevention.org](#).





High School Lessons

Additional Resources
& Links

High School
Lessons

Middle School
Lessons

Elementary School
Lessons

Before you Begin

Table of Contents



GRADE 9 LESSON

TITLE: The Role of a Friend in Human Trafficking

GRADE LEVEL: 9th Grade

TIME: 45 Minutes

MATERIALS

- White board and markers
- Computer/internet access
- Projector for the [What Is Human Trafficking video](#)
- Print and cut the [Student Case Scenario Cards](#) into four separate scenario cards. Ensure you have one scenario card for each small group.

OBJECTIVES

Students will:

- Learn the nature of human trafficking as well as its prevalence.
- Understand the terminology related to human trafficking.
- Recognize ways in which social media and mobile device applications are used for human trafficking.
- Learn strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.
- Know how to recognize the signs of human trafficking.
- Gain awareness of local, state, and national resources.
- Understand the role friends play in getting help for a friend at risk for human trafficking.

HEALTH STANDARDS

- HE.912.B.3.2: Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.
- HE.912.B.4.1: Explain skills needed to communicate effectively with family, peers, and others to enhance health.
- HE.912.B.4.4: Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
- HE.912.B.5.1: Determine the value of applying a thoughtful decision-making process in health-related situations.
- HE.912.B.5.5: Examine barriers that can hinder healthy decision making.
- HE.912.C.1.8: Assess the degree of susceptibility to injury, illness, or death if engaging in



unhealthy/risky behaviors.

- HE.912.C.2.2: Compare how peers influence healthy and unhealthy behaviors.
- HE.912.C.2.6: Evaluate the impact of technology on personal, family, and community health.
- HE.912.C.2.9: Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
- HE.912.P.7.1: Analyze the role of individual responsibility in enhancing health.
- HE.912.P.8.1: Demonstrate how to influence and support others in making positive health choices.

LESSON

PART 1: THE NATURE AND PREVALENCE OF HUMAN TRAFFICKING

ASK: What is human trafficking? *Allow students to share the definitions with the class (volunteers only). If students seem unsure, encourage them to take each word (“human” “trafficking”) and define it in parts. You might also ask as part of the discussion, what is slavery? What does it mean to be a slave? Guide students towards the following recognitions as developmentally appropriate:*

- *Slaves are not paid or compensated for their work.*
- *Slaves are held against their will by physical and psychological violence or threat of violence.*
- *Slaves are separated from the support of friends and family.*
- *Slaves are portrayed as inferior to the slaveholder as a justification for their abusive treatment.*
- *Slaves are subjected to unreasonably long work hours, as well as dangerous and often unsanitary conditions.*
- *Slaves live with substandard food, shelter, and medical care and without a viable means of escape.*
- *Slaves are deprived of educational and other opportunities and are therefore prevented from achieving full development as human beings.*

DO & STATE: Write the following definition of human trafficking on the board as you read it to the students. Human trafficking is the transporting, soliciting, recruiting, harboring, providing or obtaining of another person for transport; for the purposes of forced labor, domestic servitude or sexual exploitation using force, fraud and/or coercion. Human trafficking is modern day slavery. It is the complete violation of a person’s human rights.

Discuss with the students the definition and specifically ask, then explain the terms “force”, “fraud”, and “coercion”.

- *Force = using violence to control someone (kidnapping, drugging, physical assault, assault with a weapon, sexual assault).*
- *Fraud = using lies to control someone (tricking the victim into believing that the trafficker loves her/him; telling the victim s/he is going to be a model or a star, offering to provide basic needs without explaining the true intention or what is required in return).*
- *Coercion = using threats to control someone.*

ASK: How common is human trafficking? Where does it occur?

STATE: There are approximately 30 million people enslaved throughout the world with 2.5 million located right here in the United States (U.S.). Many of these victims are lured with promises of financial or emotional security. Instead, they are forced or coerced into commercial sex (prostitution), domestic servitude or other types of forced labor. Victims of human trafficking can be any race, religion, socio-economic background, gender or victims person with false promises of employment, modeling, or even making the victim a social media celebrity. Our school is a child trafficking free



zone! We want to ensure every student is safe by working together.

ASK: How might social media and mobile device applications be used as a tool to sell or control a person?

STATE: The internet has dramatically reshaped how we buy and sell everything – including human beings. To expand their trafficking operations, traffickers use online classified ads. To control victims, traffickers restrict the victims' social media access, impersonate them, spread lies and rumors online, and have even blackmailed and extorted children after using phishing techniques to hack into their home computers. Often these traffickers succeed because they are working in the shadows and young people are unaware of their tricks. By the time a victim figures out what is happening, it's too late.

PART 3: RECOGNIZING WARNING SIGNS & GETTING HELP

STATE: To avoid becoming a victim of human trafficking and to help break these chains of slavery for others, we first must learn the warning signs. Then we must know how to respond if we suspect a person is being trafficked. We can each be abolitionists who do our part to end to modern day slavery by:

1. Learning strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.
2. Recognizing the warning signs.
3. Knowing local, state, and national resources.

STATE: Every day, we are faced with choices, from big ones to little ones. These decisions set the stage for our safety. While some choices may be second nature, like buckling seat belts, others require practice before becoming habit. We must empower ourselves and each other to choose safely, time and time again when we are at home, at school, or online. Our choices have the power to ripple across our lives. If we work together, we can all be safer and stronger. Let's start reducing the risk of becoming a victim of human trafficking by setting healthy boundaries in real life and online.

ASK: What are boundaries?

STATE: A boundary is a marked limit. In relationships, it's the line where you end and someone else begins. Without knowing your boundaries, it's hard to know what rules for your physical/emotional well-being are being violated. People may cross a boundary occasionally when there's a misunderstanding, but when a boundary is violated repeatedly, or in order to do harm or take advantage of you, it's time to act!

ASK: How can having strong boundaries reduce the risk of being trafficked? What are healthy boundaries or limits to set with people in your face to face life (as opposed to online)? With family? Friends? Boyfriends or girlfriends? What about boundaries online?

STATE: Reduce your risk of being exploited by setting and enforcing the boundaries of:

- Not sharing your passwords (social media, bank PIN numbers, email, etc.) or posting your location online.
- Keeping control of your ID documents and saying no to anyone who asks to hold them for you.
- Identifying friends, community members, and family that you trust.
- Remembering that you deserve to feel safe and be treated with respect.
- Reminding yourself that your worth is not determined by another person – you were born and remain worthy and worthwhile.



- Being careful posting on social media – traffickers use it as recruiting grounds. For example, if you post about your conflict with your friends or family, they can use it and pretend they understand and are there to help.

STATE: Traffickers shop for their victims online, in malls, bus stops, and at schools. They hang-out anywhere students gather like fast food restaurants or parks. They invest a lot of time and effort forming a bond with their victims, will buy gifts, provide a place to stay, and give affection before revealing their real intent – to sell them. Sometimes it can be hard to know when a relationship boundary line has been crossed from healthy to exploitation and abuse. It's not necessarily easy to tell if an employer or someone you love and trust is actually taking advantage of you.

ASK: What are some warning signs you would see if you were being groomed for trafficking? What about warning signs that a friend was?

STATE: Here are some warning signs – either for yourself or for someone you care about. Remember each trafficking situation is unique and it's never the victim's fault if he/she has been tricked, lured, or threatened.

- S/he's dating an older person.
- S/he's super secretive about the person they're dating.
- S/he buys him/her lots of expensive presents.
- S/he makes him/her get a weird or ownership implying tattoo.
- S/he has lots of unexplained cash.
- S/he shops for clothes and items you know s/he cannot afford.
- S/he has a second cell phone.
- S/he has hotel room keys.
- S/he has cuts and bruises.
- S/he has a fake ID.
- S/he has been really depressed, nervous, tense or afraid.
- S/he misses a lot of school or has dropped out.
- S/he started drinking or doing drugs.
- S/he runs away a lot and avoids her/his family and friends.
- Her/his grades have dropped suddenly.
- You never know when s/he's telling the truth.
- You feel like s/he is brainwashed.

STATE: Sometimes people who are being trafficked don't believe that they are being victimized at all. They may be too close to the situation to realize someone is taking advantage of them, they may be in love with their trafficker, or they may not see any other options. As a friend, you are in a unique position to recognize when someone you know is in trouble. This is especially important for people who are not living at home or who do not have enough support from their families.

ASK: Let's brainstorm - if you need assistance, either for yourself or a friend, where can you go for help?

STATE: There are many ways to help yourself or a friend. In our school, if we see something or hear something, we say something! Always call 911 if you or someone else is in immediate danger, but if not, you can also:

- Come up with a safety plan – think about who you would call, where you would go, and how you would get there if you found yourself in an unsafe situation.
- Remember the National Human Trafficking Hotline number (1-888-373-7888 or text "BeFree")



233733). This 24-hour hotline is for anyone who suspects or observes a concern.

- Tell your parents and any trusted adults at school.
- Make a report by using the SaferWatch app, FortifyFL app, or by contacting Broward School's Silence Hurts (754-321-0911 or text 'SBBC' space with your text message to 274637 (CRIMES) or email school911@browardschools.com).

STATE: Let's take a closer look at the different types of human trafficking, the various ways traffickers lure victims, as well as how we can protect ourselves from and fight against this terrible crime.

DO: Play the [What is Human Trafficking?](#) video (about 6 minutes).

PART 4: PLAYING THE ROLE OF A FRIEND

STATE: Now we're going to explore four real life cases of human trafficking that occurred in U.S. high schools. Please note, all names have been changed and all identifiers have been removed to protect the victims. The purpose of these case studies is to:

- Provide real life examples of how sex traffickers might approach someone your age and the tricks they use to exploit your vulnerabilities,
- Enable you to identify the warning signs that a friend might be in a trafficking trap, and
- Give you the tools to help if you or a friend should experience something similar.

I will break you into groups. Each group will get one [Student Case Scenario Card](#). You will have 5-10 minutes to read the story and follow the directions to:

1. Circle how the victim was recruited (where, what promises were implied),
2. Underline all the warning signs (for the student or friends), and
3. Brainstorm and write down ways you could help this person.

Afterward we will discuss each scenario so be prepared as a group to report out to the class. You will also get to hear what happened in the end to each victim.

DO: Break into groups and begin. Give the groups about 5-10 minutes to complete the case scenario cards. If time is short, just give out three scenarios. Upon completion, go through each case individually. First read the case scenario, then conduct a discussion using the following questions with the groups that worked on that specific scenario.

CASE #1 MARIA

ASK/DISCUSS:

How was the victim recruited – where? The mall.

- What were some of the victim's vulnerabilities? Undocumented, doesn't have money, fears that her family might judge her.
- How did the sex trafficker exploit those vulnerabilities?
- What promises were made or implied? Money for college.
- What were the warning signs that the victim or friends might have seen?
- Who in the victim's life should have noticed these changes?
- What could they have done to help her?

STATE: In this true story, this is the resolution that occurred. Maria was accepted into a number of schools; and she chose an out of state college with the hopes of having a "fresh" start.

ASK: If someone like you had intervened in her life and provided the help you spoke of when the first warning signs were present – how could this story have ended differently? There are many different types of helpers (social worker, teacher, parent, friend, police officer, priest, etc.), how could some of them have helped?



CASE #2 JOSE

ASK/DISCUSS:

- How was the victim recruited – where? At work.
- What were some of the victim’s vulnerabilities? He was homeless and did not have a way to pay rent. He did not have any other options of places to stay since his family was not supportive.
- How did the sex trafficker exploit those vulnerabilities? The threat of homelessness gave him the opportunity to blackmail him for sex.
- What promises were made or implied? A place to live. It was implied the sexual assaults were a “normal” part of the gay community.
- What were the warning signs that the victim or friends might have seen?
- Who in the victim’s life should have noticed these changes?
- What could they have done to help him?

STATE: In this true story, this is the resolution that occurred. Child Protective Services was notified. Jose believed that this behavior was “normal” in the LGBTQ community. Despite working with him on safe housing alternatives and spending a great deal of time talking about safe relationships, Jose remained in that living situation.

ASK: If someone like you had intervened in his life and provided the help you spoke of when the first warning signs were present – how could this story have ended differently?

There are many different types of helpers (social worker, teacher, parent, friend, police officer, priest, etc.), how could some of them have helped?

CASE #3 JAIME

ASK/DISCUSS:

- How was the victim recruited – where? Jaime met a stranger at a local restaurant.
- What were some of the victim’s vulnerabilities? Jaime was in an emotionally vulnerable situation.
- How did the sex trafficker exploit those vulnerabilities? They talked to her, made her feel better, and offered her a place to go to let things cool down.
- What promises were made or implied? A safe place to cool down.
- What were the warning signs that the victim or friends might have seen?
- Who in the victim’s life should have noticed these changes?
- What could they have done to help her?

STATE: In this true story, this is the resolution that occurred. With the help of friends, police were notified. A sting was set up and a large bust happened. It turned out that the young man that convinced Jaime to go with him was involved with a group of men who has done this before with numerous other girls.

ASK: If Jaime was aware of the warning signs, how could this story have gone differently?

CASE #4 THREE HIGH SCHOOL FEMALES

ASK/DISCUSS:

- How were the victims recruited – where? By another group of girls.
- What were some of the victim’s vulnerabilities? They wanted to make some extra money. They assumed other girls would be safe.
- How did the sex trafficker exploit their vulnerabilities? They were unaware that the dancing would escalate into more and once they were isolated it was much easier to push the boundary. The girls feared their parents finding out, so the traffickers took pictures and blackmailed them.
- What promises were made or implied? A safe easy way to make money.



- What were the warning signs that the victim or friends might have seen?
- Who in the victim's life should have noticed these changes?
- What could they have done to help them?

STATE: In this true story, this is the resolution that occurred. The girls kept dancing until they graduated. School personnel and the police did not become aware of the situation until most of the students were no longer at school. The students stated they did not know who they could reach out to for help.

ASK: If someone like you had intervened in one of these girls' lives and provided the help you spoke of when the first warning signs were present – how could this story have ended differently?

There are many different types of helpers (social worker, teacher, parent, friend, police officer, priest, etc.), how could some of them have helped?

CONCLUSION

ASK: How have your thoughts on the roles each of us play in human trafficking changed after reading these students' life stories?

ASK: How has today's lesson impacted the likelihood that you will recognize the warning signs of human trafficking if you see it – either in the community or with friends?

ASK: How do you think increasing awareness that slavery still exists might help combat it and break the chains of modern day slavery?

STATE: Thank you for being part of the solution by bringing human trafficking out of the shadows and into the light. Remember, sometimes people who are being trafficked don't believe that they are. As a friend, you are in a unique position to recognize when someone you know is in trouble and get them help. Speak to a trusted adult at home or school, call the National Human Trafficking Hotline (1-888-373-7888 or text "BeFree" 233733), make a report with the SaferWatch or FortifyFL apps, and contact Broward School's Silence Hurts (754-321-0911 or text 'SBBC' space with your text message to 274637 (CRIMES) or email school911@browardschools.com). To learn more about human trafficking and/or what you can do to help prevent it, go to the National Human Trafficking website humantraffickinghotline.org.

Thank you to Project Starfish for allowing the adaptation of their [Project Starfish Case Studies](#) materials for this lesson. For more lessons, go to the [Project Starfish](#) website. An additional thanks to the Florida Coalition Against Human Trafficking - Teen Task Force for their [What Is Human Trafficking](#) video.

OPTIONAL EXPANSION ACTIVITIES

- **Role Play:** This lesson can be conducted as a role play where the group participants act out the case scenario as well as the potential interventions friends could provide to help stop the trafficking.
- **Child Safety Matters, Monique Burr Foundation:** For students in grades K-8, this program is free to Florida Public School teachers, [learn more](#) or [go to their website now](#). Lessons educate and empower students with information and strategies to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of child abuse, digital abuse, and other dangers
- **[Lauren's Kids](#):** For students in grades K-12, these free kits with lessons help ensure that



every child has the tools necessary to be the first line of defense against his or her own abuse through the “Safer, Smarter Kids” or “Teens” abuse prevention curricula. Access [their resources](#) now.

- [Project Starfish](#) website has resources and lessons
- For more lessons on online safety, use [The Think B4U Post Toolkit](#) (grades 3-12) or [Common Sense Education](#) (grades K-12).
- [School Climate & Discipline Department](#) has many human trafficking resources. To access them, Broward County Public School staff go to the [SC&D SharePoint](#) and community members go to [BrowardPrevention.org](#).





GRADE 10 LESSON

TITLE: Human Trafficking in the U.S.

GRADE LEVEL: 10th Grade

TIME: 45 Minutes

MATERIALS

- White board and markers
- Computer/internet access
- Projector for [MTV's Human Trafficking PSA](#) video
- A copy of the [Project Starfish Sex Trafficking Vocabulary sheet](#) for your use
- The writing prompt from [Project Starfish's Expository Essay on Sex Trafficking Worksheet](#) (*optionally you may provide each student a copy of the worksheet*)

OBJECTIVES

Students will:

- Learn the nature of human trafficking as well as its prevalence.
- Understand the terminology related to human trafficking.
- Recognize ways in which social media and mobile device applications are used for human trafficking.
- Learn strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.
- Know how to recognize the signs of human trafficking.
- Gain awareness of local, state, and national resources.
- Practice critically analyzing media on human trafficking.
- Synthesize research materials (news articles, national stats, etc.) into a brief, informative essay.

HEALTH STANDARDS

- HE.912.B.3.2: Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.
- HE.912.B.4.4: Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
- HE.912.B.5.1: Determine the value of applying a thoughtful decision-making process in health-related situations.
- HE.912.C.1.8: Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.



- HE.912.C.1.8: Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
- HE.912.C.2.3: Assess how the school and community can affect personal health practice and behaviors.
- HE.912.C.2.5: Evaluate the effect of media on personal and family health.
- HE.912.P.7.1: Analyze the role of individual responsibility in enhancing health.
- HE.912.P.8.3 : Work cooperatively as an advocate for improving personal, family, and community health.

LESSON

PART 1: THE NATURE AND PREVALENCE OF HUMAN TRAFFICKING

ASK: What is human trafficking? *Allow students to share the definitions with the class (volunteers only). If students seem unsure, encourage them to take each word (“human” “trafficking”) and define it in parts. You might also ask as part of the discussion, what is slavery? What does it mean to be a slave? Guide students towards the following recognitions as developmentally appropriate:*

- *Slaves are not paid or compensated for their work.*
- *Slaves are held against their will by physical and psychological violence or threat of violence.*
- *Slaves are separated from the support of friends and family.*
- *Slaves are portrayed as inferior to the slaveholder as a justification for their abusive treatment.*
- *Slaves are subjected to unreasonably long work hours, as well as dangerous and often unsanitary conditions.*
- *Slaves live with substandard food, shelter, and medical care and without a viable means of escape.*
- *Slaves are deprived of educational and other opportunities and are therefore prevented from achieving full development as human beings.*

DO & STATE: Write the following definition of human trafficking on the board as you read it to the students. Human trafficking is the transporting, soliciting, recruiting, harboring, providing or obtaining of another person for transport; for the purposes of forced labor, domestic servitude or sexual exploitation using force, fraud and/or coercion. Human trafficking is modern day slavery. It is the complete violation of a person’s human rights. Discuss with the students the definition and specifically ask, then explain the terms “force”, “fraud”, and “coercion”.

- *Force = using violence to control someone (kidnapping, drugging, physical assault, assault with a weapon, sexual assault).*
- *Fraud = using lies to control someone (tricking the victim into believing that the trafficker loves her/him; telling the victim s/he is going to be a model or a star, offering to provide basic needs without explaining the true intention or what is required in return).*
- *Coercion = using threats to control someone.*
- *As needed, review the additional vocabulary words related to sex trafficking in the [Project Starfish Sex Trafficking Vocabulary sheet](#). Students may be familiar with some of the terms, but may be unaware of the true meaning of the words as it pertains to sexual exploitation. For instance, the word “pimp” has been used over and over in pop culture to describe when something has been made better or improved (e.g., “pimp my ride”, “that’s pimp”). In actuality, the term “pimp” describes a person who often uses threats and violence to exploit another person for financial gain. Engage the students in conversation about the terms, if the students have heard any of these, and if their perception has changed now that they know the words’ originations.*

ASK: How common is human trafficking? Where does it occur?



STATE: There are approximately 30 million people enslaved throughout the world with 2.5 million located right here in the United States (U.S.). Many of these victims are lured with promises of financial or emotional security. Instead, they are forced or coerced into commercial sex (prostitution), domestic servitude or other types of forced labor. Victims of human trafficking can be any race, religion, socio-economic background, gender or age. They include men, women, boys, and girls. The International Labour Organization estimated that children represented 26% of the victims worldwide. In fact, many child victims of human trafficking are students in the U.S. school system. Our school is a child trafficking free zone! We want to ensure every student is safe by working together.

PART 2: TRAFFICKING TRICKS & TOOLS

ASK: What role do you think social media and mobile device applications could play in human trafficking? How might they be used to trick someone into being a victim?

STATE: Social media has been used by traffickers to recruit victims in many ways. They may pretend to be someone who cares about and loves the victim – either as a friend or romantic interest. They also might lure a person with false promises of employment, modeling, or even making the victim a social media celebrity.

ASK: How might social media and mobile device applications be used as a tool to sell or control a person?

STATE: The internet has dramatically reshaped how we buy and sell everything – including human beings. To expand their trafficking operations, traffickers use online classified ads. To control victims, traffickers restrict the victims' social media access, impersonate them, spread lies and rumors online, and have even blackmailed and extorted children after using phishing techniques to hack into their home computers. Often these traffickers succeed because they are working in the shadows and young people are unaware of their tricks. By the time a victim figures out what is happening, it's too late. Let's take a closer look at the dynamics behind human trafficking and the strategies traffickers use to lure victims into slavery.

DO: Play [MTV's Human Trafficking PSA](#) video (about 4 minutes).

PART 3: RECOGNIZING WARNING SIGNS & GETTING HELP

STATE: To avoid becoming a victim of human trafficking and to help break these chains of slavery for others, we first must learn the warning signs. If the people in the video had known them, they might not have been tricked. We also must know how to respond if we suspect a person is being trafficked. We can each be abolitionists who do our part to end to modern day slavery by:

1. Learning strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.
2. Recognizing the warning signs.
3. Knowing local, state, and national resources.

STATE: Every day, we are faced with choices, from big ones to little ones. These decisions set the stage for our safety. While some choices may be second nature, like buckling seat belts, others require practice before becoming habit. We must empower ourselves and each other to choose safely, time and time again when we are at home, at school, or online. Our choices have the power to ripple across our lives. If we work together, we can all be safer and stronger. Let's start reducing the risk of becoming a victim of human trafficking by setting healthy boundaries in real life and online.

ASK: What are boundaries?

STATE: A boundary is a marked limit. In relationships, it's the line where you end and someone else



begins. Without knowing your boundaries, it's hard to know what rules for your physical/ emotional well-being are being violated. People may cross a boundary occasionally when there's a misunderstanding, but when a boundary is violated repeatedly, or in order to do harm or take advantage of you, it's time to act!

ASK: How can having strong boundaries reduce the risk of being trafficked? What are healthy boundaries or limits to set with people in your face to face life (as opposed to online)? With family? Friends? Boyfriends or girlfriends? What about boundaries online?

STATE: Reduce your risk of being exploited by setting and enforcing the boundaries of:

- Not sharing your passwords (social media, bank PIN numbers, email, etc.) or posting your location online.
- Keeping control of your ID documents and saying no to anyone who asks to hold them for you.
- Identifying friends, community members, and family that you trust.
- Remembering that you deserve to feel safe and be treated with respect.
- Reminding yourself that your worth is not determined by another person – you were born and remain worthy and worthwhile.
- Being careful posting on social media – traffickers use it as recruiting grounds; for example, if you post about your conflict with your friends or family, they can use it and pretend they understand and are there to help.

STATE: Traffickers shop for their victims online, in malls, bus stops, and at schools. They hang-out anywhere students gather like fast food restaurants or parks. They invest a lot of time and effort forming a bond with their victims, will buy gifts, provide a place to stay, and give affection before revealing their real intent – to sell them. Sometimes it can be hard to know when a relationship boundary line has been crossed from healthy to exploitation and abuse. It's not necessarily easy to tell if an employer or someone you love and trust is actually taking advantage of you.

ASK: What are some warning signs you would see if you were being groomed for trafficking? What about warning signs that a friend was?

STATE: Here are some warning signs – either for yourself or for someone you care about. Remember each trafficking situation is unique and it's never the victim's fault if he/she has been tricked, lured, or threatened.

- S/he's dating an older person.
- S/he's super secretive about the person they're dating.
- S/he buys him/her lots of expensive presents.
- S/he makes him/her get a weird or ownership implying tattoo.
- S/he has lots of unexplained cash.
- S/he shops for clothes and items you know s/he cannot afford.
- S/he has a second cell phone.
- S/he has hotel room keys.
- S/he has cuts and bruises.
- S/he has a fake ID.
- S/he has been really depressed, nervous, tense or afraid.
- S/he misses a lot of school or has dropped out.
- S/he started drinking or doing drugs.
- S/he runs away a lot and avoids her/his family and friends.
- Her/his grades have dropped suddenly.
- You never know when s/he's telling the truth.
- You feel like s/he is brainwashed.



STATE: Sometimes people who are being trafficked don't believe that they are being victimized at all. They may be too close to the situation to realize someone is taking advantage of them, they may be in love with their trafficker, or they may not see any other options. As a friend, you are in a unique position to recognize when someone you know is in trouble. This is especially important for people who are not living at home or who do not have enough support from their families.

ASK: Let's brainstorm - if you need assistance, either for yourself or a friend, where can you go for help?

STATE: There are many ways to help yourself or a friend. In our school, if we see something or hear something, we say something! Always call 911 if you or someone else is in immediate danger, but if not, you can also:

- Come up with a safety plan – think about who you would call, where you would go, and how you would get there if you found yourself in an unsafe situation.
- Remember the National Human Trafficking Hotline number (1-888-373-7888 or text “BeFree” 233733). This 24-hour hotline is for anyone who suspects or observes a concern.
- Tell your parents and any trusted adults at school.
- Make a report by using the SaferWatch app, FortifyFL app, or by contacting Broward School's Silence Hurts (754-321-0911 or text 'SBBC' space with your text message to 274637 (CRIMES) or email school911@browardschools.com).

PART 4: RESEARCH AND WRITING PROMPT

DO:

- Divide class into small groups.
- Place the following writing prompt on the board or provide each student a copy of the [Project Starfish Expository Writing Prompt Worksheet](#):
 - Sex trafficking has been called one of the greatest injustices of our time. Write a paper discussing what sex trafficking in the U.S. looks like and what is being done to combat this social injustice.
- Write the following research resources on the board:
 - Blue Campaign (Dept. of Homeland Security) - <https://www.dhs.gov/blue-campaign>
 - National Human Trafficking Hotline - <https://humantraffickinghotline.org/>
 - US Dept. of Health and Human Services - <https://www.acf.hhs.gov/otip>
 - Polaris Project - <https://polarisproject.org/facts>

STATE: Sex trafficking has been called one of the greatest social injustices of our time.

ASK: What does social injustice mean?

STATE: Social injustice is a situation when some unfair practices are occurring in the society. Whatever unjust is happening is usually against the law, it might be considered immoral, and is often a violation of human rights. Basically, social injustice occurs when people are treated in an unequal way. [Examples of ways others have defined it can be found here](#). You will conduct research on the issue of sex trafficking in the U.S. by reviewing news articles, looking up statistics on the national websites listed, and searching for information about organizations fighting against sex trafficking locally and nationally. Then you will synthesize the information you have gathered and write a paragraph on the information using the writing prompt on the board. Once this is done, we will discuss what sex trafficking in the U.S. looks like, what is being done to combat it, and what you will do to combat this social injustice.



DO: Once the essays are completed, allow students to share their final products, on a volunteer basis as time allows.

ASK: As you conducted research, what stood out for you regarding human trafficking in the U.S.?

ASK: How do you think increasing awareness that slavery still exists might help combat it and break the chains of modern day slavery?

ASK: What will you do individually to reduce the rates of human trafficking? Encourage students to respond by completing the sentence, “I will...”.

CONCLUSION

STATE: Thank you for being part of the solution by bringing human trafficking out of the shadows and into the light. Remember, sometimes people who are being trafficked don’t believe that they are. As a friend, you are in a unique position to recognize when someone you know is in trouble and get them help. Speak to a trusted adult at home or school, call the National Human Trafficking Hotline (1-888-373-7888 or text “BeFree” 233733), make a report with the SaferWatch or FortifyFL apps, and contact Broward School’s Silence Hurts (754-321-0911 or text ‘SBBC’ space with your text message to 274637 (CRIMES) or email school911@browardschools.com). To learn more about human trafficking and/or what you can do to help prevent it, go to the National Human Trafficking website humantraffickinghotline.org.

Thank you to [Project Starfish](#) for allowing the adaptation of their materials for this lesson. For the original lesson go to the Project Starfish website. An additional thanks to MTV for their [MTV’s Human Trafficking PSA](#) video.

OPTIONAL EXPANSION ACTIVITIES

- Optional expansion lessons or assignments to supplement this lesson include the following. Have students complete them after teaching the vocabulary words related to sex trafficking from the [Project Starfish Sex Trafficking Vocabulary sheet](#).
 - [The Project Starfish Sex Trafficking Fill-In-The-Blanks Worksheet](#).
 - [The Project Starfish Sex Trafficking Word Search Worksheet](#).
- Child Safety Matters, Monique Burr Foundation: For students in grades K-8, this program is free to Florida Public School teachers, [learn more](#) or [go to their website now](#). Lessons educate and empower students with information and strategies to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of child abuse, digital abuse, and other dangers
- [Lauren's Kids](#): For students in grades K-12, these free kits with lessons help ensure that every child has the tools necessary to be the first line of defense against his or her own abuse through the “Safer, Smarter Kids” or “Teens” abuse prevention curricula. Access [their resources](#) now.
- [Project Starfish](#) website has resources and lessons



- For more lessons on online safety, use [The Think B4U Post Toolkit](#) (grades 3-12) or [Common Sense Education](#) (grades K-12).
- [School Climate & Discipline Department](#) has many human trafficking resources. To access them, Broward County Public School staff go to the [SC&D SharePoint](#) and community members go to [BrowardPrevention.org](#). every child has the tools necessary to be the first line of defense against his or her own abuse through the “Safer, Smarter Kids” or “Teens” abuse prevention curricula. Access their [resources](#) now.
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GRADE 11 LESSON

TITLE: The History of Sex Trafficking

GRADE LEVEL: 11th Grade

TIME: 45 Minutes

MATERIALS

- White board and markers
- Computer/internet access
- Projector for the [My Name Is Jami](#) video
- Print page 1 and cut into strips copies of the [History of Sex Trafficking Timeline sheet](#) – one cut up page for each small group
- Poster board and markers (optional)

OBJECTIVES

Students will:

- Learn the nature of human trafficking as well as its prevalence.
- Understand the terminology related to human trafficking.
- Recognize ways in which social media and mobile device applications are used for human trafficking.
- Learn strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.
- Know how to recognize the signs of human trafficking.
- Gain awareness of local, state, and national resources.
- Practice synthesizing research materials (news articles, national stats, etc.)
- Arrange human trafficking historical events in chronological order using a timeline.
- Understand how human trafficking has changed over time.

HEALTH STANDARDS

- HE.912.B.3.2: Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.
- HE.912.B.4.1: Explain skills needed to communicate effectively with family, peers, and others to enhance health.
- HE.912.B.4.4: Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
- HE.912.B.5.1: Determine the value of applying a thoughtful decision-making process in health-



related situations.

- HE.912.C.1.8: Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
- HE.912.C.1.8: Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
- HE.912.C.2.3: Assess how the school and community can affect personal health practice and behaviors.
- HE.912.C.2.5: Evaluate the effect of media on personal and family health.
- HE.912.P.7.1: Analyze the role of individual responsibility in enhancing health.
- HE.912.P.8.1: Demonstrate how to influence and support others in making positive health choices.

LESSON

PART 1: THE NATURE AND PREVALENCE OF HUMAN TRAFFICKING

ASK: What is human trafficking? *Allow students to share the definitions with the class (volunteers only). If students seem unsure, encourage them to take each word (“human” “trafficking”) and define it in parts. You might also ask as part of the discussion, what is slavery? What does it mean to be a slave? Guide students towards the following recognitions as developmentally appropriate:*

- *Slaves are not paid or compensated for their work.*
- *Slaves are held against their will by physical and psychological violence or threat of violence.*
- *Slaves are separated from the support of friends and family.*
- *Slaves are portrayed as inferior to the slaveholder as a justification for their abusive treatment.*
- *Slaves are subjected to unreasonably long work hours, as well as dangerous and often unsanitary conditions.*
- *Slaves live with substandard food, shelter, and medical care and without a viable means of escape.*
- *Slaves are deprived of educational and other opportunities and are therefore prevented from achieving full development as human beings.*

DO & STATE: Write the following definition of human trafficking on the board as you read it to the students. Human trafficking is the transporting, soliciting, recruiting, harboring, providing or obtaining of another person for transport; for the purposes of forced labor, domestic servitude or sexual exploitation using force, fraud and/or coercion. Human trafficking is modern day slavery. It is the complete violation of a person’s human rights. Discuss with the students the definition and specifically ask, then explain the terms “force”, “fraud”, and “coercion”.

- *Force = using violence to control someone (kidnapping, drugging, physical assault, assault with a weapon, sexual assault).*
- *Fraud = using lies to control someone (tricking the victim into believing that the trafficker loves her/him; telling the victim s/he is going to be a model or a star, offering to provide basic needs without explaining the true intention or what is required in return).*
- *Coercion = using threats to control someone.*

ASK: How common is human trafficking? Where does it occur?

STATE: There are approximately 30 million people enslaved throughout the world with 2.5 million located right here in the United States (U.S.). Many of these victims are lured with promises of financial or emotional security. Instead, they are forced or coerced into commercial sex (prostitution), domestic servitude or other types of forced labor. Victims of human trafficking can be any race,



religion, socio-economic background, gender or age. They include men, women, boys, and girls. The International Labour Organization estimated that children represented 26% of the victims worldwide. In fact, many child victims of human trafficking are students in the U.S. school system. Our school is a child trafficking free zone! We want to ensure every student is safe by working together.

PART 2: TRAFFICKING TRICKS & TOOLS

ASK: What role do you think social media and mobile device applications could play in human trafficking? How might they be used to trick someone into being a victim?

STATE: Social media has been used by traffickers to recruit victims in many ways. They may pretend to be someone who cares about and loves the victim – either as a friend or romantic interest. They also might lure a person with false promises of employment, modeling, or even making the victim a social media celebrity.

ASK: How might social media and mobile device applications be used as a tool to sell or control a person?

STATE: The internet has dramatically reshaped how we buy and sell everything – including human beings. To expand their trafficking operations, traffickers use online classified ads. To control victims, traffickers restrict the victims' social media access, impersonate them, spread lies and rumors online, and have even blackmailed and extorted children after using phishing techniques to hack into their home computers. Often these traffickers succeed because they are working in the shadows and young people are unaware of their tricks. By the time a victim figures out what is happening, it's too late.

PART 3: RECOGNIZING WARNING SIGNS & GETTING HELP

STATE: To avoid becoming a victim of human trafficking and to help break these chains of slavery for others, we first must learn the warning signs. If the people in the video had known them, they might not have been tricked. We also must know how to respond if we suspect a person is being trafficked. We can each be abolitionists who do our part to end to modern day slavery by:

1. Learning strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.
2. Recognizing the warning signs.
3. Knowing local, state, and national resources.

STATE: Every day, we are faced with choices, from big ones to little ones. These decisions set the stage for our safety. While some choices may be second nature, like buckling seat belts, others require practice before becoming habit. We must empower ourselves and each other to choose safely, time and time again when we are at home, at school, or online. Our choices have the power to ripple across our lives. If we work together, we can all be safer and stronger. Let's start reducing the risk of becoming a victim of human trafficking by setting healthy boundaries in real life and online.

ASK: What are boundaries?

STATE: A boundary is a marked limit. In relationships, it's the line where you end and someone else begins. Without knowing your boundaries, it's hard to know what rules for your physical/emotional well-being are being violated. People may cross a boundary occasionally when there's a misunderstanding, but when a boundary is violated repeatedly, or in order to do harm or take advantage of you, it's time to act!

ASK: How can having strong boundaries reduce the risk of being trafficked? What are healthy



boundaries or limits to set with people in your face to face life (as opposed to online)? With family? Friends? Boyfriends or girlfriends? What about boundaries online?

STATE: Reduce your risk of being exploited by setting and enforcing the boundaries of:

- Not sharing your passwords (social media, bank PIN numbers, email, etc.) or posting your location online.
- Keeping control of your ID documents and saying no to anyone who asks to hold them for you.
- Identifying friends, community members, and family that you trust.
- Remembering that you deserve to feel safe and be treated with respect.
- Reminding yourself that your worth is not determined by another person – you were born and remain worthy and worthwhile.
- Being careful posting on social media – traffickers use it as recruiting grounds; for example, if you post about your conflict with your friends or family, they can use it and pretend they understand and are there to help.

STATE: Traffickers shop for their victims online, in malls, bus stops, and at schools. They hang-out anywhere students gather like fast food restaurants or parks. They invest a lot of time and effort forming a bond with their victims, will buy gifts, provide a place to stay, and give affection before revealing their real intent – to sell them. Sometimes it can be hard to know when a relationship boundary line has been crossed from healthy to exploitation and abuse. It's not necessarily easy to tell if an employer or someone you love and trust is actually taking advantage of you.

ASK: What are some warning signs you would see if you were being groomed for trafficking? What about warning signs that a friend was?

STATE: Here are some warning signs – either for yourself or for someone you care about. Remember each trafficking situation is unique and it's never the victim's fault if he/she has been tricked, lured, or threatened.

- S/he's dating an older person.
- S/he's super secretive about the person they're dating.
- S/he buys him/her lots of expensive presents.
- S/he makes him/her get a weird or ownership implying tattoo.
- S/he has lots of unexplained cash.
- S/he shops for clothes and items you know s/he cannot afford.
- S/he has a second cell phone.
- S/he has hotel room keys.
- S/he has cuts and bruises.
- S/he has a fake ID.
- S/he has been really depressed, nervous, tense or afraid.
- S/he misses a lot of school or has dropped out.
- S/he started drinking or doing drugs.
- S/he runs away a lot and avoids her/his family and friends.
- Her/his grades have dropped suddenly.
- You never know when s/he's telling the truth.
- You feel like s/he is brainwashed.

STATE: Sometimes people who are being trafficked don't believe that they are being victimized at all. They may be too close to the situation to realize someone is taking advantage of them, they may be in love with their trafficker, or they may not see any other options. As a friend, you are in a unique position to recognize when someone you know is in trouble. This is especially important for people who are not living at home or who do not have enough support from their families



STATE: Let's take a closer look at one girl's story of being sex trafficked.

DO: Play the [My Name is Jami](#) video (about 4 minutes)..

ASK: Thankfully Jamie was saved and the people who trafficked her were prosecuted. But what about you - if you need help for yourself or a friend, how can YOU get help?

STATE: There are many ways to help yourself or a friend. In our school, if we see something or hear something, we say something! Always call 911 if you or someone else is in immediate danger, but if not, you can also:

- Come up with a safety plan – think about who you would call, where you would go, and how you would get there if you found yourself in an unsafe situation.
- Remember the National Human Trafficking Hotline number (1-888-373-7888 or text “BeFree” 233733). This 24-hour hotline is for anyone who suspects or observes a concern.
- Tell your parents and any trusted adults at school.
- Make a report by using the SaferWatch app, FortifyFL app, or by contacting Broward School's Silence Hurts (754-321-0911 or text 'SBBC' space with your text message to 274637 (CRIMES) or email school911@browardschools.com).

PART 4: SEX TRAFFICKING THROUGH THE YEARS

STATE: Now we are going to take a closer look at the history of sex trafficking. Many of us thought slavery was a thing of the past, but sadly we now know it still exists and continues to take victims like Jami.

DO:

- Begin the lesson by introducing the concept of chronological order. Draw a timeline on the board to model the concept of a timeline. Demonstrate putting events in chronological order with examples from your personal life, such as waking up this morning, brushing your teeth, going to school, arriving to school, etc.
- Next, arrange the students in pairs or small groups. Provide each group poster board and markers, unless you choose to have them detail their assignment on notebook paper.
- Prior to beginning lesson, you will have printed a copy of page 1 of the [History of Sex Trafficking Timeline](#) sheet for each group. Cut each page into strips and distribute the cut up historical events to each group. Page 2 is a sample timeline for your reference.
- Have group members work together to research each timeline event. The “Civilization Begins” strip references any events prior to 1904. Some references and helpful websites include:
 - [New York Anti-Trafficking website's Anti-Trafficking Dates](#)
 - [Convention for the Suppression of the Traffic in Persons](#)
 - [Fact Sheet on Japanese Military “Comfort Women”](#) (2015). The Asia-Pacific Journal 13(19)2nd ser., 1-4.
 - [International Agreement for the Suppression of the “White Slave Traffic”](#)
 - [Protocol to Prevent, Suppress and Punish Trafficking in Persons](#)
 - [State Report Cards for Sex Trafficking Laws in the United States](#)
 - [U.S. Laws on Trafficking in Persons](#)
- Have students create a timeline of the sex trafficking events by arranging the dates in chronological order.
- Each group will then present the information and timeline to the class - either orally with their poster board or by writing the information on the classroom board.
- Once completed, timelines can be put on a bulletin board outside the classroom.



Thank you to Project Starfish for allowing the adaptation of their History & Sex Trafficking Lesson Plan for this lesson. For the original lesson go to the [Project Starfish website](#). An additional thanks to The Exodus Road for their My Name Is Jami video.

CONCLUSION

ASK: Which sex trafficking historical event is most impactful to our world or country and why?

ASK: Why do you think an understanding of sex trafficking in the U.S. has only recently developed in our history (since the 1900's)?

ASK: How do you think increasing awareness that slavery still exists might help combat it and break the chains of modern day slavery?

STATE: Thank you for being part of the solution by bringing human trafficking out of the shadows and into the light. Remember, sometimes people who are being trafficked don't believe that they are. As a friend, you are in a unique position to recognize when someone you know is in trouble and get them help. Speak to a trusted adult at home or school, call the National Human Trafficking Hotline (1-888-373-7888 or text "BeFree" 233733), make a report with the SaferWatch or FortifyFL apps, and contact Broward School's Silence Hurts (754-321-0911 or text 'SBBC' space with your text message to 274637 (CRIMES) or email school911@browardschools.com). To learn more about human trafficking and/or what you can do to help prevent it, go to the National Human Trafficking website humantraffickinghotline.org.

OPTIONAL EXPANSION ACTIVITIES

- A Study of Trafficking Law: Once a basic understanding of historical events regarding sex trafficking is completed, students can follow-up by researching current state laws regarding sex trafficking. Use the previously mentioned helpful websites. These laws include law criminalizing human trafficking and increases in penalties.
- Child Safety Matters, Monique Burr Foundation: For students in grades K-8, this program is free to Florida Public School teachers, [learn more](#) or [go to their website now](#). Lessons educate and empower students with information and strategies to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of child abuse, digital abuse, and other dangers
- [Lauren's Kids](#): For students in grades K-12, these free kits with lessons help ensure that every child has the tools necessary to be the first line of defense against his or her own abuse through the "Safer, Smarter Kids" or "Teens" abuse prevention curricula.
- [Project Starfish](#) website has resources and lessons.
- For more lessons on online safety, use [The Think B4U Post Toolkit](#) (grades 3-12) or [Common Sense Education](#) (grades K-12).
- [School Climate & Discipline Department](#) has many human trafficking resources. To access them, Broward County Public School staff go to the [SC&D SharePoint](#) and community members go to BrowardPrevention.org.





GRADE 12 LESSON

TITLE: The Human Trafficking Circles of Responsibility

GRADE LEVEL: 12th Grade

TIME: 45 Minutes

MATERIALS

- White board and markers
- Computer/internet access
- Projector to play the [MTV Exit Warning Signs video](#)
- A copy of the [Project Starfish Circles of Responsibility](#) worksheet (options include one copy for each student or have students copy it onto their own notebook paper from the board)

OBJECTIVES

Students will:

- Learn the nature of what human trafficking is as well as its prevalence in the U.S. and in one's city/state/region.
- Learn terminology related to human trafficking.
- Recognize ways in which social media and mobile device applications are used for human trafficking.
- Learn strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.
- Know how to recognize the signs of human trafficking.
- Gain awareness of local, state, and national resources.
- Identify ways in which individuals, schools, cities, states, the U.S., and the world can combat human trafficking.

HEALTH STANDARDS

- HE.912.B.3.2: Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.
- HE.912.B.4.1: Explain skills needed to communicate effectively with family, peers, and others to enhance health.
- HE.912.B.4.4: Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
- HE.912.B.5.1: Determine the value of applying a thoughtful decision-making process in health-related situations.



- HE.912.C.1.8: Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
- HE.912.C.2.3: Assess how the school and community can affect personal health practice and behaviors.
- HE.912.C.2.5: Evaluate the effect of media on personal and family health.
- HE.912.P.7.1: Analyze the role of individual responsibility in enhancing health.
- HE.912.P.8.1: Demonstrate how to influence and support others in making positive health choices.

LESSON

PART 1: THE NATURE AND PREVALENCE OF HUMAN TRAFFICKING

ASK: What is human trafficking? *Allow students to share the definitions with the class (volunteers only). If students seem unsure, encourage them to take each word (“human” “trafficking”) and define it in parts. You might also ask as part of the discussion, what is slavery? What does it mean to be a slave? Guide students towards the following recognitions as developmentally appropriate:*

- *Slaves are not paid or compensated for their work.*
- *Slaves are held against their will by physical and psychological violence or threat of violence.*
- *Slaves are separated from the support of friends and family.*
- *Slaves are portrayed as inferior to the slaveholder as a justification for their abusive treatment.*
- *Slaves are subjected to unreasonably long work hours, as well as dangerous and often unsanitary conditions.*
- *Slaves live with substandard food, shelter, and medical care and without a viable means of escape.*
- *Slaves are deprived of educational and other opportunities and are therefore prevented from achieving full development as human beings.*

DO & STATE: Write the following definition of human trafficking on the board as you read it to the students. Human trafficking is the transporting, soliciting, recruiting, harboring, providing or obtaining of another person for transport; for the purposes of forced labor, domestic servitude or sexual exploitation using force, fraud and/or coercion. Human trafficking is modern-day slavery. It is the complete violation of a person’s human rights. Discuss with the students the definition and specifically ask, then explain the terms “force”, “fraud”, and “coercion”.

- *Force = using violence to control someone (kidnapping, drugging, physical assault, assault with a weapon, sexual assault).*
- *Fraud = using lies to control someone (tricking the victim into believing that the trafficker loves her/him; telling the victim s/he is going to be a model or a star, offering to provide basic needs without explaining the true intention or what is required in return).*
- *Coercion = using threats to control someone.*

ASK: How common is human trafficking? Where does it occur?

STATE: There are approximately 30 million people enslaved throughout the world with 2.5 million located right here in the United States (U.S.). Many of these victims are lured with promises of financial or emotional security. Instead, they are forced or coerced into commercial sex (prostitution), domestic servitude or other types of forced labor. Victims of human trafficking can be any race, religion, socio-economic background, gender or age. They include men, women, boys, and girls. The International Labour Organization estimated that children represented 26% of the victims worldwide.

In fact, many child victims of human trafficking are students in the U.S. school system. Our school is a child trafficking free zone! We want to ensure every student is safe by working together.

PART 2: TRAFFICKING TRICKS & TOOLS

ASK: What role do you think social media and mobile device applications could play in human trafficking? How might they be used to trick someone into being a victim?

STATE: Social media has been used by traffickers to recruit victims in many ways. They may pretend to be someone who cares about and loves the victim – either as a friend or romantic interest. They also might lure a person with false promises of employment, modeling, or even making the victim a social media celebrity

ASK: How might social media and mobile device applications be used as a tool to sell or control a person?

STATE: The internet has dramatically reshaped how we buy and sell everything – including human beings. To expand their trafficking operations, traffickers use online classified ads. To control victims, traffickers restrict the victims' social media access, impersonate them, spread lies and rumors online, and have even blackmailed and extorted children after using phishing techniques to hack into their home computers. Often these traffickers succeed because they are working in the shadows and young people are unaware of their tricks. By the time a victim figures out what is happening, it's too late. Let's take a closer look at the dynamics behind human trafficking and the strategies traffickers use to lure victims into slavery.

DO: Play the [MTV Exit Warning Signs](#) video (about 2 minutes).

PART 3: RECOGNIZING WARNING SIGNS & GETTING HELP

STATE: To avoid becoming a victim of human trafficking and to help break these chains of slavery for others, we first must learn the warning signs. If the people in the video had known them, they might not have been tricked. We also must know how to respond if we suspect a person is being trafficked. We can each be abolitionists who do our part to end to modern day slavery by:

1. Learning strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.
2. Recognizing the warning signs.
3. Knowing local, state, and national resources.

STATE: Every day, we are faced with choices, from big ones to little ones. These decisions set the stage for our safety. While some choices may be second nature, like buckling seat belts, others require practice before becoming habit. We must empower ourselves and each other to choose safely, time and time again when we are at home, at school, or online. Our choices have the power to ripple across our lives. If we work together, we can all be safer and stronger. Let's start reducing the risk of becoming a victim of human trafficking by setting healthy boundaries in real life and online.

ASK: What are boundaries?

STATE: A boundary is a marked limit. In relationships, it's the line where you end and someone else begins. Without knowing your boundaries, it's hard to know what rules for your physical/emotional well-being are being violated. People may cross a boundary occasionally when there's a misunderstanding, but when a boundary is violated repeatedly, or in order to do harm or take advantage of you, it's time to act!



ASK: How can having strong boundaries reduce the risk of being trafficked? What are healthy boundaries or limits to set with people in your face to face life (as opposed to online)? With family? Friends? Boyfriends or girlfriends? What about boundaries online?

STATE: Reduce your risk of being exploited by setting and enforcing the boundaries of:

- Not sharing your passwords (social media, bank PIN numbers, email, etc.) or posting your location online.
- Keeping control of your ID documents and saying no to anyone who asks to hold them for you.
- Identifying friends, community members, and family that you trust.
- Remembering that you deserve to feel safe and be treated with respect.
- Reminding yourself that your worth is not determined by another person – you were born and remain worthy and worthwhile.
- Being careful posting on social media – traffickers use it as recruiting grounds; for example, if you post about your conflict with your friends or family, they can use it and pretend they understand and are there to help.

STATE: Traffickers shop for their victims online, in malls, bus stops, and at schools. They hang-out anywhere students gather like fast food restaurants or parks. They invest a lot of time and effort forming a bond with their victims, will buy gifts, provide a place to stay, and give affection before revealing their real intent – to sell them. Sometimes it can be hard to know when a relationship boundary line has been crossed from healthy to exploitation and abuse. It's not necessarily easy to tell if an employer or someone you love and trust is actually taking advantage of you.

ASK: What are some warning signs you would see if you were being groomed for trafficking? What about warning signs that a friend was?

STATE: Here are some warning signs – either for yourself or for someone you care about. Remember each trafficking situation is unique and it's never the victim's fault if he/she has been tricked, lured, or threatened.

- S/he's dating an older person.
- S/he's super secretive about the person they're dating.
- S/he buys him/her lots of expensive presents.
- S/he makes him/her get a weird or ownership implying tattoo.
- S/he has lots of unexplained cash.
- S/he shops for clothes and items you know s/he cannot afford.
- S/he has a second cell phone.
- S/he has hotel room keys.
- S/he has cuts and bruises.
- S/he has a fake ID.
- S/he has been really depressed, nervous, tense or afraid.
- S/he misses a lot of school or has dropped out.
- S/he started drinking or doing drugs.
- S/he runs away a lot and avoids her/his family and friends.
- Her/his grades have dropped suddenly.
- You never know when s/he's telling the truth.
- You feel like s/he is brainwashed.

STATE: Sometimes people who are being trafficked don't believe that they are being victimized at all. They may be too close to the situation to realize someone is taking advantage of them, they may be in love with their trafficker, or they may not see any other options. As a friend, you are in a unique



position to recognize when someone you know is in trouble. This is especially important for people who are not living at home or who do not have enough support from their families.

STATE: Let's take a closer look at one girl's story of being sex trafficked.

ASK: Let's brainstorm - if you need assistance, either for yourself or a friend, where can you go for help?

STATE: There are many ways to help yourself or a friend. In our school, if we see something or hear something, we say something! Always call 911 if you or someone else is in immediate danger, but if not, you can also:

- Come up with a safety plan – think about who you would call, where you would go, and how you would get there if you found yourself in an unsafe situation.
- Remember the National Human Trafficking Hotline number (1-888-373-7888 or text “BeFree” 233733). This 24-hour hotline is for anyone who suspects or observes a concern.
- Tell your parents and any trusted adults at school.
- Make a report by using the SaferWatch app, FortifyFL app, or by contacting Broward School's Silence Hurts (754-321-0911 or text ‘SBBC’ space with your text message to 274637 (CRIMES) or email school911@browardschools.com).

PART 4: CIRCLE OF RESPONSIBILITY

DO: *This activity can be done as a pair and share, in small groups, or as a large class discussion. Provide each student a copy of the [Project Starfish Circles of Responsibility](#) worksheet or draw it on the white board for them to copy onto notebook paper.*

STATE: Once of the best ways we can act to break the chains of slavery is to do our part within our circle of responsibility.

ASK: What does that mean, circles of responsibility? How can you determine when something falls within it or outside of it?

STATE: Circles of responsibility are our spheres of influence. Within these circles, we have the power to affect or control things through our action or inaction. Each of you are going to complete the Circles of Responsibility worksheet so when you leave today, you will know what actions YOU can take to help combat human trafficking.

If needed, share the following helpful links for students to research action options:

- 15 Ways You Can Help Fight Human Trafficking. <https://www.state.gov/j/tip/id/help/>
- Referral Directory. <https://humantraffickinghotline.org/training-resources/referral-directory>
- State Report Cards. <https://sharedhope.org/what-we-do/bring-justice/reportcards/2016-reportcards/>
- Take Action. <https://polarisproject.org/action/>

STATE: We will first complete the innermost “Self” circle, then move outward to complete the School circle, and so on. Let's do a couple examples before you begin.

- For Self, you could learn the indicators of trafficking so you can help identify a potential trafficking victim.
- For School, it could organize a school fundraiser and donate the proceeds to an anti-trafficking organization.
- For City, it could host an awareness event at the local library to watch and discuss films about trafficking.

Begin completing your worksheets now.

DO: *Once completed, have the groups report out their suggestions.*

STATE: We will now report out to the class your group suggestions. I'm going to prompt each group



and I want you to add one suggestion that hasn't been already stated. I will continue to rotate through the groups until there are no more new suggestions. Make sure you add any suggestions that you don't have to your Circles of Responsibility worksheet.

ASK: Let's start with self - what can I do to end/combat trafficking? Include the following answers if not provided:

- Talk with friends about the red flags of trafficking.
- Share information and facts on social media.
- Read books on trafficking.
- Volunteer and/or raise funds for an organization.
- Sign petitions.

ASK: What can the school do to end/combat trafficking? Include the following answers if not provided:

- Engage students by networking at school events to raise awareness about trafficking.
- Host an awareness day or week in school.
- Raise funds for anti-trafficking organizations.
- Volunteer at a local anti-human trafficking organization.

ASK: What can our city do to end/combat trafficking? Include the following answers if not provided:

- Host awareness days.
- Create new state laws for increasing penalties for traffickers and buyers and providing services to victims.

ASK: What can our state do to end/combat trafficking? Include the following answers if not provided:

- Create new state laws for increasing penalties for traffickers and buyers and providing services to victims.
- Promote a statewide awareness campaign.

ASK: What can the U.S. do to end/combat trafficking? Include the following answers if not provided:

- Promote the Trafficking Victims Protection Act.
- Create new federal laws for increasing penalties for traffickers and buyers and providing services to victims.

ASK: What can the world do to end/combat trafficking? Include the following answers if not provided:

- The United Nations can have summits on trafficking.
- World religions can unite and take a stand against trafficking.

CONCLUSION

ASK: If all of us acted within our circle of influence with even a few of the ideas you all came up with, how would it impact the rates of human trafficking?

STATE: Thank you for being part of the solution by bringing human trafficking out of the shadows and into the light. Remember, sometimes people who are being trafficked don't believe that they are. As a friend, you are in a unique position to recognize when someone you know is in trouble and get them help. Speak to a trusted adult at home or school, call the National Human Trafficking Hotline (1-888-373-7888 or text "BeFree" 233733), make a report with the SaferWatch or FortifyFL apps, and contact Broward School's Silence Hurts (754-321-0911 or text 'SBBC' space with your text message to 274637 (CRIMES) or email school911@browardschools.com). To learn more about



human trafficking and/or what you can do to help prevent it, go to the National Human Trafficking website humantraffickinghotline.org.

Thank you to Project Starfish for allowing the adaptation of their [Social Justice & Sex Trafficking Lesson Plan](#) for this lesson. For the original lesson go to the [Project Starfish](#) website. An additional thanks to MTV for their [MTV Exit Warning Signs](#) video.

OPTIONAL ADDITIONAL ACTIVITIES

- Child Safety Matters, Monique Burr Foundation: For students in grades K-8, this program is free to Florida Public School teachers, [learn more](#) or [go to their website now](#). Lessons educate and empower students with information and strategies to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of child abuse, digital abuse, and other dangers.
- Lauren's Kids: For students in grades K-12, these free kits with lessons help ensure that every child has the tools necessary to be the first line of defense against his or her own abuse through the "Safer, Smarter Kids" or "Teens" abuse prevention curricula. Access their [resources](#) now.
- [Project Starfish](#) website has resources and lessons.
- For more lessons on online safety, use [The Think B4U Post Toolkit](#) (grades 3-12) or [Common Sense Education](#) (grades K-12).
- [School Climate & Discipline Department](#) has many human trafficking resources. To access them, Broward County Public School staff go to the [SC&D SharePoint](#) and community members go to [BrowardPrevention.org](#).



ADDITIONAL RESOURCES & LINKS



CURRICULUM AND ACTIVITIES

- Child Safety Matters, Monique Burr Foundation: For students in grades K-8, this program is free to Florida Public School teachers, [learn more](#) or [go to their website now](#). Lessons educate and empower students with information and strategies to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of child abuse, digital abuse, and other dangers.
- Lauren's Kids: For students in grades K-12, Lauren's Kids provides free kits (Safer, Smarter Kids or Safer, Smarter Teens) with prevention curriculum to help ensure every child has the tools necessary to be the first line of defense against his or her own abuse. Access all the Safer, Smarter Kids lessons for this grade level [at the Lauren's Kids website](#) or in [SC&D's BCPS Child Trafficking Prevention Education Toolkit SharePoint folder](#).
- For more lessons on online safety, use [The Think B4U Post Toolkit](#) (grades 3-12) or [Common Sense Education](#) (grades K-12).
- [School Climate & Discipline Department](#) has many human trafficking resources. To access them, Broward County Public School staff go to the [SC&D SharePoint](#) and community members go to [BrowardPrevention.org](#).
- [National Human Trafficking Resource Center Student Toolkit](#)
- [Project Starfish website](#) has resources and lessons.
- [Youth for Human Rights](#): The YHR Education Package can be used as a full course or as a supplemental resource. It includes a documentary film, 30 PSAs, a music video and book lets to engage students in human rights topics and provide opportunities to put human rights principles into action.

STAFF TRAININGS AND WEBINARS

- [Human Trafficking Awareness for Educators Training](#) - National Human Trafficking Resources Center
- [Human Trafficking Awareness Training](#) - Department of Homeland Security/Blue Campaign
- [Safe and Healthy Schools Preventing Child Trafficking Webinar](#)



REPORTING HOTLINES AND SERVICES

- [BeFree Textline](#) Text “BeFree” (233733)
- [Florida Abuse Hotline](#) - 1-800-96-ABUSE (1-800-962-2873)
- Local Law Enforcement - 911
- [National Center for Missing & Exploited Children CyberTipline](#)
- [National Human Trafficking Hotline](#) - 1-888-373-7888

ADDITIONAL RESOURCES

- [Awareness Combats Trafficking](#)
- [Fifteen Ways You Can Help Fight Human Trafficking](#)
- [Florida Department of Education \(FDOE\) Human Trafficking Fact Sheet for Schools \(PDF\)](#)
- [Florida Coalition on Human Trafficking](#)
- [Florida Department of Children and Families](#)
- [Florida Department of Education](#)
- [FDOE Child Human Trafficking Chapter](#)
- [FDOE Title IV, Part A](#)
- [Florida State University Center for the Advancement of Human Rights](#)
- [Trafficking in America's Schools](#)
- [Human Trafficking Response in Florida Report 2016 \(PDF\)](#)
- [Introduction to Human Trafficking: A Guide for Texas Education Professionals](#)
- [National Human Trafficking Resource Center](#)
- [Polaris Project](#)
- [Referral Directory](#)
- [Sex Trafficking and LGBTQ Youth](#)
- [State Report Cards](#)
- [Statewide Council on Human Trafficking Annual Report](#)
- [Staying Safe: Tips for LGBTQ Youth](#)



- [Survive and Thrive Advocacy Center, Inc. \(STAC\)](#)
- [Take Action](#)
- [Trafficking in Persons Report, 2019](#)
- [U.S. Department of Homeland Security - Blue Campaign](#)
- [U.S. Department of Justice](#)
- [U.S. Department of Health & Human Services](#)
- [YouCanStopHT.com](#)

